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ABSTRACT

The annotated bibliography describes in detailed outline form 75 books, articles, papers, and reports dealing with the following areas of continuing adult education: history and philosophy; setting, needs, and purposes; program development and methods; institutions and organizations; community colleges; cooperative extension; higher education programs; community service; adult basic education; the adult learner; minority group education; the elderly; international programs; family life education leadership and staff development; and the future. Each abstract reviews the content in depth. All of the items were published since 1970 with a few exceptions published during the 1960's. (JR)

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CONTINUING ADULT EDUCATION
An Annotated Bibliography

by
Terry L. Milne

prepared in partial fulfillment
of the requirements for a
graduate course titled
"Continuing Adult Education"

Washington State University
Dr. Raymond E. Schultz, Professor
Spring Semester, 1974

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Program IMPACT. Community Service and Continuing Education, Higher Education Act of 1965--Title I 6th Annual Report, by the Office of Education 60

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HISTORY AND PHILOSOPHY

Clark, Burton. "Knowledge, Industry, and Adult Competence." In Sociological Backgrounds of Adult Education by Robert W. Burns. Syracuse University, N.Y.: Center for the Study of Liberal Education for Adults, 1964. pp. 1-16.

Chapter examined the rapidly changing technology and knowledge from within a contemporary social perspective.

Purposes of chapter

1. Trace changes taking place in the world of work
2. Specify consequences of these changes for other institutions
3. Address the problem of personal competence

Changes in industry and occupations

1. Shift from food gathering to farming to business and industry which demanded skilled manual labor
2. Advanced industrialism resulted in a growing division of labor
3. Increase in the relative number of white collar workers in the work force--are characterized by higher levels of experience

Consequences for other institutions

1. Impact of Research and Development (R&D) programs on industry, education, and society
    a. R&D a producer of new industries
    b. New industries usually located where there is already a scientific-educational base in existence--go where the competence is
    c. Such industrial location affects the economic health of cities and states
    d. R&D sustains a commitment to the institutionalization of new knowledge
    e. Yields a new demand for more highly trained people--thus the economy and education are tied in a mutually profitable symbiotic relationship. Clark says the supply of highly educated people are what determine the pace of economic growth. QUOTE: "...the possibility emerges that education cannot overtrain and overproduce for the economy--an historic concern here but particularly in other countries. For if increased supply of high competence means more and varied innovation leading to economic growth, then a rising supply constantly accelerates the demand for trained personnel. The greater the present supply of such people, the greater the future demand for them (p. 8)."--Is really a dated statement, but is rather interesting to note that apparently ten years ago, this was valid thinking

2. The abolishment of jobs at lower levels of skills is an irreversible process in the technological society which in turn bears hard on education

Problems of adult competence

1. A century of industrialization has resulted in great changes in the nature of work and in the definitions of adult competence
2. Challenged to become reeducated for ever-rising levels of versatility and retrainability--also relates to the problem of clarifying further the whole meaning of work to the individual

Implications for secondary schools and colleges

1. Torn between two directions: preparing youth for specific jobs or preparing youth for potential re-education at a later date
2. Author sees the answer in the latter alternative--calls in educating for adaptibility

Implications for man

1. Rather than bestowing wisdom and social status, old age in modern society may only cause disorientation
2. Thus, educating for ever-rising levels of versatility and retrainability becomes an important educational and social challenge

Action to meet the problem of threatened adult incompetence

1. Sufficiently equip all people with a basic education before their twentieth year so they can later qualify for re-education and re-training
2. Society must predicate its future actions on two beliefs
   a. Education is more important than work experiences because the experienced worker may not be the most up-dated and efficent worker
   b. Schooling is a normal part of adult life

Stern, Milton R. A View From the Fifteenth Century. Paper presented at the NUEA Joint Regional Conference. San Francisco, California. November 30, 1972. 12 pp. ERIC: ED 069 965.

Is a paper presented at a conference with the theme "A View of the Future"--author states, "My predictions have the advantage of being already true--or almost.... I am indebted to Novelist Kay Boyle and Poet Howard Nemerov for the concept that prophecy is less a look into the future than it is an accurate recognition of what is before our hesitant eyes (p. 1)."

Quotes from a special report by the American Council on Higher Education:

"To serve the nation and its people in the decades ahead, colleges and universities and those who support them are setting aside three traditional assumptions that in the past have controlled much of what they have done:

- The assumption that college students are all young and financially dependent.
- The assumption that there is a fundamental difference between what is learned in residence and what is learned in extension courses or independently.

- The assumption that the ideal college serves an essentially middle class clientele and has no important responsibilities to disadvantaged urban and rural populations.

Predictions

1. Foresees within the next 20 years, the turning over to the established units of the university the part-time credit, extended university, open university activity, however expressed in contemporary academic idiom.
2. Foresees the expanded development of continued professional education as a major line of continuing education work as conpulsory adult continuing education is becoming more noticible in the professions--"We must help professionals educate themselves, not merely add new skills to old (p. 3)."
3. Foresees an expanded development of general cultural education--"Such activity will be, even more than now, essentially credit free in character (p. 4)."

"Lifelong learning is the moral responsibility of intelligence and the major defense of individual freedom (p. 5)."

Eric Ashby--20 years ago he pointed out that just as drivers' licenses had to be renewed on the basis of maintained skill, so should college degrees (p. 5).

As to the fifteenth century universities--"Continuing education? These universities, in addition to younger students, frequently housed men who were taking sabbaticals in reverse, leaving as they could, their country parishes or their practices as notaries, to enjoy the fleshpots of the large cities, and perhaps take higher degrees. There were many older students at the universities.... In Paris, the rules permitted that the doctorate of divinity be awarded only after the age of 35 (p. 8)."

Eleventh and twelfth century cathedral schools of Italy

"Moreover you will recall that these (first schools) were gilds of students who exercised authority to compel their professors to lecture to their schedule and to keep to student-dictated standards of performance. The students even had authority to give their masters permission to leave the city. How, you may ask, did this form of governance come about? It is puzzling, until you know one central fact: that these first students were mature men, they were adult students (p. 8)."

"So the search into the past rewards us with the discovery that at its beginning, the university was first of all an action program in adult and continuing education. It is not hyperbole to state that the very first students of the university were the same that we know in extension, mature people in search of knowledge to develop solutions to urgent social problems (p. 9)."

White, Thurman J. "Philosophical Considerations," pp. 121-35. Chapter 8 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Educationists' views (pp. 121-23)

1. John S. Diekhoff: "Year after year groups of educators sit in convention and committee and nod in solemn agreement when someone says that there is a crucial need for a philosophy of American education, or for a philosophy of adult education. Fortunately, in our society and in our tradition, we can't have it. As long as we are a pluralistic society, as long as our public is made up of many publics, we shall continue to have philosophies of education in conflict with one and another .... Like the American ideology, the philosophy of education is tentative, changing, and eclectic (p. 122)."
2. Chapter concerned with any philosophy that speaks cogently about problems of adults who are learning (p. 123)

Problems (pp. 123-27)

1. Who should learn?--learning efforts can be threatening to some--e.g., labor education threatens management, executive training threatens labor
2. Who should be responsible for adult learning?--Can easily say everyone, but the question still must take into consideration the type of people educators seek to produce
3. What is important for adults to learn?
    a. The truth
    b. Each answer to this question is wrong to the degree that it pretends to be the ultimate response
    c. Are there eternal unchanging truths that need to be learned or is no knowledge certain?
4. How should adults learn? (method)
    a. "Everything which is the enemy of communication is subersive of society and is opposed by education (p. 125)." John Walker Powell
    b. Mortimer and Alder--communication of an idea is only the beginning, need to focus in the learning process on what a person does with an idea once he has it

Philosophy as a resource (pp. 127-29)

1. Kenneth Benne: education works on the basis of clusters of assumptions --deals with
    a. The nature of man
    b. Nature of learning
    c. Nature of knowledge and the way knowledge is acquired
2. Frederick C. Neff: "Some formal knowledge of general philosophy is necessary to the conduct of education, if only to lend logical responsibility to discussions of a predominantly educational nature (p. 129)."
3. Robert Blakely: "We can--and usually do--refrain from asking philosophical questions, but we cannot avoid acting according to philosophical assumptions (p. 129)."

Philosophers on adult education (pp. 129-32)

1. Notable philosophical writing still absent in this area
2. RWK Patterson: main argument--the educator performs his mission in concord with his values: "Since every value judgment represents an indivisibly personal commitment, there can be no uniform set of value judgments which is 'objectively true' for everyone concerned with adult education (p. 130)."
3. Horace M. Kallen: Regards adult education as a way of freeing the adult mind

SETTING, NEEDS, AND PURPOSES

Caldwell, John T. "Adult Education for Unforlding Lives," Adult Leadership, 22 (January, 1974), 227-29.

Address delivered at the National Adult Education Conference, Dallas, Texas, October 30, 1973--is a special view of man as a growing, unfolding entity

Most of American higher education has incorporated the basic thrusts of the Land-grant college movement (p. 228)
1. "The provision of a 'liberal and practical education in several pursuits and professions of life.'"
2. Availability of education for all who seek it
3. Extension of knowledge beyond the campus gates to adults
4. Community colleges--the newest manifestation of the Land-grant idea
5. Adult education manifests the flowering of the Land-grant idea

"Every person is an educational critic (p. 228)."

Purposes to which the adult educator is committed (p. 228)
1. Enlarge human capability in society at large
2. Inhance fullness of individual lives
3. Adult educators serve the unfolding lives of individual human beings in the pursuit of happiness--enlarge their options, support their choices, recognize their accomplishments, regard and encourage their successes, applaud their ambitions, help them see beyond their own experiences

Charters, Alexander N. "Continuing Education for the Professions," pp. 487-98. Chapter 29 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Types of professions (p. 488)
1. Those that are somewhat discrete unto themselves--e.g., law
2. Emerging professions--e.g., adult education
3. Those that lend themselves to grouping--e.g., medicine

Concept of lifelong learning (pp. 488-89)
1. Adult educators view education as something that should be a process extending over the life span
2. Education should be an articulated process, each stage relating to the ones before and after with flexibility being the watchword: Has four

interrelated stages
   a. Minimum level of education for citizenship
   b. Preparation for entering a profession
   c. Contact with clients of the profession
   d. Post-graduate education

Characteristics of continuing education for the professions (pp. 489-91)

1. Frequently are no legal or professional requirements to be met after certification or licensing
2. The decision to continue generally is voluntary
3. Need to study practicing professionals' needs as a basis for planning learning activities
4. Must make continuing education relevant

Developments in the professions (pp. 491-94)

1. Philosophical issues
2. Questions of professional ethics
3. Technical developments raising issues of individual and personal privacy
4. Methods and materials: opportunities are readily available in professional continuing education
5. Role of government: will increase with funds probably increasing accordingly
6. Finance: is directly related to the overall financing of education for the professions
7. Role of professional organizations: may be expressed in many ways (pp. 493-94)
   a. Through accrediting bodies
   b. By approving university programs
   c. Joining with educational institutions to co-sponsor programs
   d. Sponsoring an entire program for a professional staff
   e. Providing funds for program development and scholarship
   f. Analyzing needs of a group of professional people
8. Related areas: Consideration should be given to interrelations between the professions and vocations

Issues (pp. 494-96)

1. Should programs in continuing education be accredited as are professional programs?
2. Should continuing education be a requirement to maintain licensing or certification?
3. Should continuing education be directly articulated with the total educational pattern?
4. What relationship should exist between generalists and specialists?
5. What constitutes appropriate sources of financing?
6. Should students prepare for independent study?
7. How should information be dissiminated?

Davis, B. Glen. "Zero Population Growth: Effect on Adult Education," Adult Leadership, 22 (January, 1974), 245-46.

"The amount of knowledge available to an individual today is expected to double in the next eight years (p. 245)."--What does this mean to adult educators in light of zero population growth?

1. Marked decrease in the below 20 age group
2. The adult population is projected to increase 75% by the year 2000
3. Society is going to be forced to revamp entire educational structure
4. Less educational emphasis on children; more on adults
5. All indicates a growing need for professional adult educators
6. Growing amount of tax dollars to be spent on adult education

Fischer, Floyd B. "Coordination: The Need in Continuing Adult Education," Adult Leadership, 22 (March, 1974) 288-92, 312-14.

Background to the adult education movement (p. 288-89)

1. Today's educational theme is open education for adults--emphasis on lifelong learning
2. New influx of students and technology in post World War II era
3. New teaching methods developed
4. Statewide boards and agencies created to coordinate educational activities--state master plans became common
5. "The 60's saw the greatest amount of financial attention continuing education had had from government since the establishment of agriculture and home economics extension (p. 288)."
6. "When things looked secure, educators were confronted with new cries for relevance in education--questioned by students, the public, state and federal legislature
7. As a result, "State master plans are now directed toward greater use of existing resources, rather than expansion (p. 289)."

Public demands (p. 289)

1. Greater accessibility to education at all levels
2. Higher degree of relevance in educational goals--education with a purpose
3. More accountability in education
4. Increased productivity in education--increased efficiency
5. Measurements of outcomes
6. Cost of restrictive procedures and adopt new ones that better meet the needs of a mobile community

Current situation (p. 289-90)

1. Slackened rate of growth
2. Paradox: "Today the concepts of extenson and continuing education are becoming a base for new definitions of the entire educational system (p. 289)."
3. New thrust--non-traditional study--e.g., open universities
4. Increasing educational opportunity for the individual

A course of action (p. 290-91)

1. Need for agreement on a course of action that can further the objectives of lifelong learning
2. Of necessity, we must become a learning society and continuing adult educators must do their part in defining what a learning community really is
3. Bruner--education should be something that is selectively available throughout the life cycle
4. Peter Drucker: "Extended schooling assumes that we will cram more into the preparation for life and work. Continuing education assumes that school becomes integrated with life (p. 291)."

A new dimension (p. 291-92)

1. Whole new dimension of interinstitutional cooperation needed
2. Clear recognition of the new pressures faced by educators
3. Lifelong learning and the learning community should be more than rhetoric or a side show
4. Educators must learn to cooperate with each other or be forced to do so

Levels of cooperation among institutions (p. 292 - 312)

1. Types
    a. Routine exchange of information
    b. Coordination--commitment of both sides to agreed upon goals
    c. Formal collaboration
    d. Consortium--involving mutual accomodation of some kind
    e. Outright unification
2. Educators must seek both horizontal and vertical coordination

Goals (p. 312)

1. Defining the educator's mission in terms of people, clientele
2. Development of a national, state, and local policy for funding the educational needs of the part-time student
3. Developing articulation among the various segments of the educational community
4. Development of evaluation systems which provide adequate rewards and recognition for learning
    a. A measurement system for programs in continuing education
    b. Develop evaluation instruments that measure in both general education and skills

Jensen, Glenn. "Education for Self-Fulfillment," pp. 513-26. Chapter 31 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Robert Blakely: "The purpose of American life and of American education ... is seen to be the development of individuals who fulfill themselves and freely serve the society which values individuals (p. 513)."

Purposes of adult education (pp. 513-15)

1. Paul Bergevin in A Philosophy of Adult Education lists certain appropriate goals
    a. Help learner achieve a degree of happiness and meaning in life
    b. Help learner understand himself and his relationships with others
    c. Help adults advance in the maturation process through providing facilitating conditions
    d. Provide education for survival
2. Must agree self-fulfillment is also an important goal, but few administrators have acknowledged this goal in designing their programs

Problems and issues (pp. 515-16)

1. Faulty belief that Americans have more leisure time therefore should be receptive to fulfilling themselves through cultural activities
2. Some groups do have increased leisure time--e.g., farm laborers, unskilled hourly laborers, housewives, retirees

Program success (pp. 516-17)

1. People fail to fulfill their potential often because others fail to recognize their potential; need to do so before person can restructure self image
2. Program participants are the ones who really have the ultimate say about whether a particular educational experience has been self-fulfilling

Communication (pp. 517-18)

1. Evidence supports the fact that individuals can greatly influence their families, and workers, and civic groups
2. C.P. Snow: "We live in a period marked by a fundamental breakdown in the ability to communicate (p. 518)."
3. Adult educators have been slow to encourage better social communication through developing integrated socioeconomic study groupings

Learning how to learn (pp. 518-19)

1. Misconception: People after 35 years of age decline in learning ability
2. Cue: maybe adult educators should spend more time helping people learn how to learn
3. Adult attitudes and values concerning learning are changing--are beginning to realize they can learn anything if they have the desire and opportunity to do so

Social aspects of living (pp. 519-21)

1. Adult educators especially successful in this area
2. But must remember that the subject matter does not necessarily have the same meaning for the learner as for the teacher

Learner's own solutions (pp. 521-22)

1. Too many adult programs are uninteresting--leads to low participation
2. A vital function of learning programs is to help adults to understand their own life situations and develop solutions to their problems

Research implications (pp. 522-24)

1. 1959 study by Arthur Burman of disadvantaged students found intellectial development not a goal; mainly interested in improving standard of living
2. Earl C. Kelly--criteria essential to the fully functioning personality: thinks well of self and others, sees self as part of a dynamic world, sees value of mistakes, lives in keeping with personal values, is a creative person
3. Ted Landsman--fulfilled person requires deep feelings of relationship
4. Puder and Hand--characteristics that tend to inhibit adult learning: alienation, avoidance, hostility, fear of school, rejection of desire to learn, and self-image of illiteracy
5. Ronald G. Taylor--found positive relation between level of achievement and
    a. Value placed on own worth
    b. Acceptance of peers
    c. Ability to handle anxiety
    d. Ability to conform to authority demands

Knowles, Malcolm S. "Issues in Adult Learning Psychology," Adult Leadership, 22 (March, 1974), 300-303, 315-16.

What is the purpose of education? (p. 300-01)

1. The answer influenced by our perception of the good society
2. Mechanistic model: purpose of education to transmit culture, fill the empty vessel--reflected by the lock-step content-transmittal curriculum
3. Organismic model--humans are inherently and spontaneously active organisms--source of acts rather than the collection of acts; purpose of education is the continuous development of the person
4. "It seems to me that adult education has been schizoid about these two models. On the one hand, becuase of its marginality in the educational establishment, it has striven for academic respectability by holding on to many of the curricular and methodological trappings of traditional mechanistic schooling. On the other hand, because its survival has depended upon its satisfying the real developmental needs of voluntary adult learners, it has almost surreptitiously--and often with a sense of guilt--adapted bits and pieces of its curriculum and methodology to the organismic model (p. 301)."
5. Issue: adult education will be stunted in next phase of growth unless it takes a stand in favor of education as a lifelong process
6. Issue: What priority should be given for adult education to be used to help eliminate illiteracy, poverty, and raise the level of awareness of oppressed people?

What is learning? (p. 301-02)

1. Involves the entire structure of the organism, not just particular behaviors
2. Learning therefore is the holistic development of an individual's capabilities
3. Need to shift focus from content to helping learners develop skills of inquiry

How do human beings grow and develop naturally? (p. 301-03)
1. Knowledge of development during youth is deplorable; for adults it is atrocious
2. Issue: need to have better knowledge about human development

How do adults learn? (p. 303)
1. Issue: Do adults learn differently from the way children learn? And consequently, do they have to be taught differently?
2. Some prosesses essentially different, but the fundamental process of learning is no different
3. Discusses differences between pedagogy and androgogy
4. Tough: deliberate efforts to learn common among adults
5. Issue: have an obligation to proclaim the integrity of the adult learner

London, Jack. "The Social Setting for Adult Education," pp. 3-23. Chapter 1 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Method of presenting social setting; analyze
1. Demographic social trends and changes
2. Issues involved in working toward adapting institutions to meet today's needs (p. 3)

Population characteristics (pp. 4-7)
1. Six characteristics of U.S. population: hetrogenity, urbanization, mobility, marriage, mortality, and education
2. Hetrogenity
   a. Variety of subcultures and racial groups
   b. "When members of a minority group experience rising expectations and a sense of their own dignity and self worth, frustration of these expectations will enhance these feelings (p. 5)."
3. Urbanization
   a. Over 70% of population live in urban areas
   b. Consequences: increased educational opportunities, increased use of mass media, higher rates of voting
4. Mobility
   a. Estimated that 20% of population change communities each year
   b. Results: social disorganization, weakening of traditional forms of social control, reduction of community spirit
5. Mortality and education: people living longer, number of college graduates in population rising which results in a population that is becoming more sensitive and receptive to the need for continued education

Labor force (pp. 7-10)
1. Continues to grow along with the rising population
2. Characterized by rapid growth of white collar jobs since 1900
3. Women workers
   a. Return to work to insure desired family standard of living
   b. Could make child care operations much more educative

Growing importance of education (pp. 10-12)

1. Dropouts from school now are also dropouts from society
2. No longer can one "complete" his education
3. "Yet, the rapid growth of educational opportunities outside the formal system has been largely invisible and virtually unnoticed (p. 10)."
4. Must reexamine prevailing assumptions, existing structures, programming, curriculum and make the entire educational experience more relevant to today's needs

Problem areas in American society (pp. 12-17)

1. Social problems
    a. Growing conflict of values--e.g., between generations
    b. Widespread social differences and levels of inequality
    c. Large poverty pockets
    d. Adult education might be able to help people find meaningful solutions to these problems
2. Minorities: efforts to eliminate discrimination have not advanced sufficiently to allievate the problem
3. The aged
    a. Seldom provided with the resources needed to help them have a sense of relevance and self worth
    b. We tend to place them in leisure town "playpens"
    c. Adult education could help insure that the aged person's contact with other people is maintained
4. Poverty
    a. Many anti-poverty programs have been less than successful
    b. Dehumanization of poverty programs
    c. Have given handouts, but have not worked toward helping the poor learn how to help themselves
    d. Must involve the poor in decision-making that affects their lives

Paraprofessional approach (p. 17-19): Adult education "can provide a variety of program formats for sub-professionals who will need additional education to improve their skills and knowledge (p. 19)."

Youth and alienation (pp. 19-20)

1. Rapid American social change a major source of alienation
2. Symptoms--powerlessness, distrust, anger, cynicism, cult of the present, need for immediate gratification
3. Do not want to be assimilated into society, but want to affect society
4. Demand more active roles in the educational process

Conclusions (pp. 20-21)

1. Purpose of education--help students gain understanding of the meaning of their lives
2. Must strive to find teachers that make learning exciting

Niemi, John A. *The Meaning of Lifelong Learning*. Paper presented at the annual conference of the Northwest Adult Education Association. Missoula, Montana. October, 12, 1972. 11 pp. ERIC: ED 068 833

Author is an associate professor of adult education, Department of Adult Education, University of British Columbia, Vancouver, British Columbia

A concept of "learning" generally accepted today is that of a lasting change of behavior as a result of experience (p. 3).

The concept of lifelong learning embraces both the concepts of learning by chance and learning by design, and according to J. Roby Kidd it had three dimensions--perpendicular, horizontal, and depth

Perpendicular--includes formal learning throughout the life span
Horizontal--cross disciplinary study
Depth--transcends all formal approaches to reach almost a metaphysic (p. 4).

Another approach to lifelong learning is to understand the French concept of "education permanente" which includes

> ". . . elements of basic education (. . . in France from age 6 to 16), vocational schooling (generally outside the period of compulsory schooling) and further education in the dual form of further vocational training and opportunities for cultural leisure pursuits (p. 4)."

> "A basic principle of 'education permanante' is *continuity* between the education of young people and the education of adults--and not continuity in its usual sense of no break or interuption. There is provision for the young person and the adult whose education has been interrupted to resume it at the point where they left off (p. 4)."

Problems and misunderstandings that relate to the concept of lifelong learning

1. In the past, such learning was regarded as voluntary; whereas now there is a perceptible trend toward compulsory adult education--this element threatens to transform lifelong learning into lifelong schooling
2. "The institutionalized nature of such activity may well reinforce the prevalent tendency among adults to confuse learning with schooling, and to resist both (p. 5)."
3. A problem threatens if we treat the concept of "lifelong learning" as a kind of popular cliche or slogan to be used to promote adult education offerings. "In fact, 'lifelong learning,' appearing as a banner in our promotional material, may be totally incomprehensible to most adults. After all, our emphasis in education from nursery school through university and beyond is always on *finishing* our learning, not on continuing to learn throughout the life-span (p. 5)."
4. "It seems to me that this problem--this North American obsession with *finishing* our education or our work, as though getting done with some unpleasant chore--this problem is a fundamental one that, by and large, we adult educators have not faced up to (p. 6)."

Andragogy=adult education. By Malcolm Knowles (p. 7).

In 1965 Johnstone and Rivera estimated that more than one in five adults had been active in one form of learning or another during the 12-month period of their study (p. 8).

Perhaps the most difficult sub-group among the adults we are trying to reach and convince of the value of lifelong learning is the poor. (p. 9).

". . . many adults lack the skills or tools by which to learn. This lack, and the anxiety it may engender, could be a real obstacle to us in trying to convince adults of the value of lifelong learning--skills such as listening intelligently; locating, analyzing, and synthesizing information; making inferences and judgments (p. 10)."

Power, Hilton. "Education for Social and Public Responsibility," pp. 457-71. Chapter 27 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Defined (pp. 457-58)
1. Abbott Kaplan: "Educational programs in social and public responsibility are those that are designed to develop understanding and knowledge of public issues and problems facing the country and its citizens domestically and internationally in political, economic, and social areas (p. 457)."
2. Change in content of this type of education: the balance between domestic and international issues has changed

Comprehensive national study (pp. 458-61)
1. National Opinion Research Center (NORC) undertook a national study with the cooperation of the Carnegie Commission--study was called Volunteers for Learning: provided the first reliable statistical basis for examining the role played by different types of institutions and associations
2. Participation in current events, public affairs, and citizenship programs --total = 1,080,000; history and social science = 790,000; total participation equalled about 7% of all adults engaged in adult education
3. Methods of study (in order of popularity): talks or lectures, attended classes, self education, discussion groups
4. Courses were taught (in order of preference) in public affairs organizations, colleges and universities, churches and synagogues, government, elementary and secondary schools, business and industry, armed forces, private schools

Trends and developments (pp. 461-63)
1. Carnegie Commission organized wide range of rural and urban programs
2. The spillover of federal programs has focused new attention on the wider audience issues which are otherwise only viewed on the late news

Educational insititutions (pp. 463-70)
1. Libraries and TV
    a. Major purpose: encouraging and awakening citizen interest in public affairs
    b. Transformation of educational TV into public TV

2. "Since we are not sure what tomorrow is going to be like the only course is to educate for adaptability (p. 464)."
3. Programs dealing with interracial problems: usually concentrate upon exploring and identifying issues
4. Colleges and universities
    a. Producing programs for national educational TV
    b. Providing some of the best programs for social and public responsibility
5. Public schools
    a. Accellerating of drive for universal functional literacy
    b. Can greatly expand their efforts
6. World Affairs Councils--are a total of 59 with a membership of more than 50,000
7. Churches: concerned about social and public issues

Rauch, David B. "New Priorities in Adult Education," pp. 1-24. Chapter 1 in *Priorities in Adult Education* edited by David B. Rauch. New York: Macmillan Co., 1972.

Problems in advancing adult education in the U.S. (pp. 1-2)

1. Lack of identification of adult education as a specific
2. Almost complete absence of institutions with a major commitment to adult education
3. "Adult education is everywhere and yet, in a sense, it is nowhere because it is no one's specific responsibility (p. 2)."

Big push for adult education came after World War II; found that older veterans performed better than younger students (p. 3)

Adults learn best when they participate in the learning situation (p. 3)

Learning involves subject matter, content, and emotions (p. 3)

Big push now to provide adult educational opportunities for people who have not traditionally been included in such endeavors (p. 3) Must deal with the fact that there are people in this country with little or no education who cannot possibly make it, as they have nothing to make it with (p. 9).

1. Increasing literacy only part of the problem
2. Need to meet other needs
3. Need to convince adults that they can still learn
4. Need to educate adults about the availability of continuing education (p. 11)

Need to plan for future education projects with the potential participants--they must be fairly represented and should consider meeting with them on their home ground (p. 12)

1. Be prepared for misunderstandings, communication problems, limited turn outs, and general confusion at meetings
2. The usual method for conducting business meetings often is unfamiliar to subcultures (p. 14)

3. Treat the receipient group with complete dignity (p. 17)
4. Get something started so it can be built upon (p. 19)
5. Deal with people where they are, and hopefully they can bring them step by step to a new place (p. 19)
6. Give careful consideration to who will be in charge of the learning group --perhaps two leaders: one with greater subject knowledge and one with greater "people" knowledge (p. 21)
7. "Speed is not as essential as progress (p. 21)."
8. Start small, but plan big (p. 22)
9. Try to have beginning and end to all educational programs so people can plan accordingly (p. 22)

"Education, and particularly adult education, can offer a person only learning. What he does with that learning is partially in his own hands and partially in the hands of society (p. 24)."

Rivera, William McLeod. Entrepreneurial Achievements or Social Action?--Differing Rationales of Adult Education Programs for Value and Attitude Change. 1972. 14 pp. ERIC: ED 072 340

Highlights three socio-psychological programs (p. 1-3): cultural literacy, achievement motivation, and group dynamics
1. Common aim: to provide significant, abrupt changes in adults that affect values and attitudinal orientations
2. Final objective: catalyze a practical set of actions or behaviors
3. Life-cycle change: refers to chronological shifts in the mentality of the individual due to development processes or age crises
4. Gradual changes: come with the accumulation of experience over time
5. Critical change: significant, abrupt alterations of outlook and behavior due to "critical events" or heightened consciousness--involves re-socialization; can be induced
6. Also value changes and attitudal changes

"Cultural literacy" program of Paole Freiere (p. 4-5)
1. Places cultural identity and politics in the forefront of literacy programs
2. Purpose: liberate peasant or factory worker from social oppression by informing him of his capacity to act as a transformative agent--create a cultural/critical awareness which leads to social organization and political action
3. The drives to read and write for higher social consciousness are main desired outcomes
4. Employs key words as a teaching departure point

Achievement motivation programs (p. 5-6)
1. Of McClelland and Winter
2. Seek to increase the need for achievement in entrepreneurs and professional people therefore elevating drive
3. Believe that abrupt motivational change is not only possible but a moral and practical necessity

4. Through research, found that the effects of motivation training were not only immediate, but long term

Group dynamics programs (p. 6)
1. Laboratory education
2. T-groups

Critical change and adult development (p. 7-8)
1. Development defined: increasing the complexity of the organism
2. Adult psychologists often only consider the clinical aspects and pathological outcomes of critical change; but such change frequently involves positive, purposeful transformations

Adult change for entrepreneurial achievement or social action (p. 9-11)
1. Group dynamics programs usually sidestep questions of political ideals, but critical change programs do not
2. Objectives of critical change programs are related to social realities and not just to group cooperation
3. "All education explicitly or implicitly is political (p. 10)."
4. "Certainly when we seek to change an individual or group we must be clear not only about our objectives but how they relate to larger value constraints (p. 10)."

Conclusion (p. 11-13)
1. Adults are individuals whose personalities and minds change
2. Education is to narrow if it just transmits--must also promote social criticism and social action
3. The values of those who decide others should change values determine the directions of their programs
4. Political awareness and social action are vital objectives for adult education programs

Schroeder, Wayne L. "Adult Education Defined and Described," pp. 25-43. Chapter 2 in Handbook for Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd, New York: Macmillan Co., 1970.

I. Brief history (pp. 25-26)
   A. Evolutionary process of adult education has accellerated since World War I--especially since 1930
   B. 17-18th centurys: Adult education guided by society's concern for man's salvation--spec., teaching adults to read so they could gain salvation through the Holy Scriptures
      1. Charity schools
      2. Ben Franklin's junto--"A collection of people who gathered weekly to discuss morals, politics and natural philosophy (p. 26)."
   C. Between the Revolutionary and Civil Wars--adult education identified with the need to create an enlightened citizenry to participate in a democratic society--agencies: American Lyceum, local institutions, libraries, museums, and evening schools

- D. Between Civil War and World War I--accellerating growth in form and substance--substantive concerns "shifted from general knowledge and enlightenment to specific program areas such as vocational education, citizenship education, Americanization and public affairs (p. 26)."
- E. Cotten identifies three periods of growth (p. 27)
  1. 1919-29--one of idealism in which adult education was regarded as an instrument of social reform
  2. 1930-46--attempts made to adjust ideals with realities
  3. 1947-64--intensified movement toward greater professionalism and institutionalization

II. Approaches to a definition (pp. 27-30)

- A. Since 1930's a trend toward greater precision in definition of adult education
- B. Confusion between the terms "adult education" and "continuing education"
  1. Continuing education--encompasses educator's function within the context of colleges and universities; identifys an ideal
  2. Adult education--all other adult education activities outside the university programs; identifys a deliberate means
  3. Confusion between adult education as a field of study and as a field of educational practice
- C. Is no universal definition of adult education
- D. Definition by classification--Gale Jensen: regards adult learning activity as the universe or genus where two species of activity that occur in different settings
  1. Natural societal setting
  2. In learning organizations
- E. Definition by structure analysis (pp. 30-39): the functional parts are identified, described, and related to form a Gestalt or functional unit of which the points are leadership, goals, content, processes, agencies, program areas, and clientele
  1. Organizational leadership: different organizations demand different leadership: organizations include graduate programs of adult education, government and philanthropic organizations, professional associations
  2. Goals--four major goals for the field
     - a. Personal and family living competence
     - b. Social and civic responsibility
     - c. Self-fulfillment
     - d. Major issue--individual vs. societal needs
     - e. Occupational competence
     - f. Hallenbeck--"The goal of adult education should be 'the mature personality'--further describes as a person who is able to live creatively with the persistant paradoxes of human existence (p. 34)."
  3. Content--In 1961-62 study by Johnstone and Rivera: one third of all courses were vocational, one fifth were hobbies and recreation, one eighth were general education, and five percent each were personal development, public and current affairs, and agriculture

4. Processes: Verner and Booth--three separate elements of process
   a. Method--way in which people are organized to conduct an educational activity--e.g., class, group discussion
   b. Technique--the way in which the instructional agent establishes a relationship between the learner and learning task
   c. Device--extends the effectiveness of method and techniques but cannot itself instruct
   d. Also need to consider the factors of individual leadership, agency bases, program areas, and adult clientele
5. Individual leadership--majority of adult education is supervised by people who have no real career identification with the field
6. Agencies involved in adult education: Knowles and Verner outline four basic groups
   a. Type I--Adult education is a central function--e.g., proprietary schools and independent adult education centers
   b. Type II--Primarily devoted to fulfilling educational needs of youth, but as a secondary function are trying to meet educational needs of adults--e.g., community colleges
   c. Type III--Agencies that serve both education and non-education needs of the community--e.g., libraries
   d. Type IV--Agencies serving special interests with adult education as a subordinate function--e.g., business and industry
7. Program areas--use the term program instead of the youth oriented term "curriculum" (p. 38)
8. Adult clientele--defined as "Anyone who has either discontinued or completed his formal education and is now trying to re-engage the educational process (p. 39)."

F. Defined by operation analysis--defined as "Adult education is a relationship between an educational agent and a learner in which the agent selects, arranges, and continuously directs a sequence of progressive tasks that provide systematic experience to achieve learning for those whose participation in such activities is subsidiary and supplemental to a primary productive role in society (p. 40)."

PROGRAM DEVELOPMENT AND METHODS

Alford, Harold J. "Assessements and Evaluation in Continuing Education: Four Quick and Dirty Devices," Adult Leadership, 22 (April, 1974), 324-26.

"What continuing education administrators need is quick and dirty (lacking in sophisticated statistical methods) feedback so they can improve programs in progress, replicate successful strategies, and eliminate ineffective elements (p. 324)."

Devices (p. 324)
1. Participant daily diaries
2. Individual information request forms
3. End-of-course performance contract
4. Open-ended forced-choice evaluation questionnaire
5. Provide for
   a. Day by day retrospective record
   b. Immediate improvement of instruction
   c. Longitudal measure of behavior change
   d. Summative evaluation

Daily diary (p. 324)
1. Is a tape recorded by the participant
2. Program director listens to tapes driving to and from work
3. Secretary transcribes critical passages for distribution to faculty or program staff

Individual information request forms (p. 324)
1. Handed out at class orientation
2. "Jot down a quickie note request every time something occurs to you that you think would be helpful to you individually or to the group as a whole (p. 324)."
3. Program coordinator tries to respond to the requests within three hours

End of course performance contract (p. 324-25)
1. Written statement by each participant indicating what he has learned in the course that can be applied "back-home"
2. Provides a basis for longitudnal follow-up

Summative questionnaire (p. 325)
1. Given out at end of class and to be returned two or three weeks later
2. Has five questions
   a. Was the course responsive to your individual needs? Explain

b. What was the single most effective learning experience in the course for you? Why?
c. What was the single least effective learning experience in the course for you? Why?
d. What one activity not included in the course would you recommend we add in the future? Why?
e. What is your overall evaluation of the course? Why?

Value of daily diary (p. 325)

1. Provides material for comparison with end-of-course contract
2. Cognitive transfer
3. Records differences in participants' perception of events
4. Reveals changes in participants' evaluation of specific activities and of the whole program
5. Provides a record of the group process
6. Gives some indication of the emotional involvement of the participants

Value of individual information request forms (p. 325)

1. Are not viewed by participants as evaluation devices
2. Reveal gaps in cognitive structure of course, suggest content additions

Value of end-of-course performance contract (p. 325)

1. A clear behavioral statement that can be checked longitudinally
2. Provides some indication of the cognitive impact of the course

Value of mail back questionnaire (p. 326)

1. Packs a maximum amount of useful information into a minimum of questions
2. Provides specific insights into individual participant perceptions
3. Provides information immediately useful for modifying the course

Dowling, William D. and Raymond Taylor. "Planning and the Adult Student in Non-Traditional Degree Programs," Adult Leadership, 22 (February, 1974), 272-75.

Degree programs (p. 272)

1. Available for a number of years for adults who cannot study full-time on campus
2. Independent study
3. Correspondence study
4. Community college and private college programs
5. "Learning or knowledge or expertise acquired by any means has not often been legitimatized by the degree granters (p. 272)."

The student (p. 272-73)

1. More than 25% of adults in continuing education programs have enrolled in degree programs--remains to be seen whether they are interested in degrees or just learning
2. Problem in establishing admission standards
3. Students with narrow interests might be selected by a faculty member with equally narrow interests

4. Problem of assessing the value of "learning from life" experiences

The program (p. 273-74)

1. Use of new resources encouraged
   a. Individualization of the course of study
   b. Need deliberate processes that would accomodate individual processes
2. Problem of reducing costs--"We flaunt fate when we try to persuade others that educational programs for adults will be cheaper and therefore viable (p. 274)."

The faculty (p. 274)

1. Might consider the use of a faculty committee of two or three to advise students
2. Might consider hiring a coordinator of resource location
3. Should carefully delineate criteria for selection of faculty members to work with adults

The institution (p. 274-75)

1. Each should consider their track record concerning innovative practices
2. Do not just jump onto the non-traditional education bandwagon without carefully planning courses and actions
3. Doubtful that non-traditional degree programs will balance shakey budgets

Conclusions (p. 275)

1. "The development of non-traditional degree programs in those institutes of higher education which have the capability to do them well (p. 275)."
2. "The integrity of the adult and institution must be preserved in all innovative efforts (p. 275)."

Griffin, Virginia R. "Alternative Starting Points for Organizing the Program into Courses," pp. 10-29 in Thinking about Graduate Program in Adult Education. Toronto: Ontario Institute for Studies in Education. September, 1971. ERIC: ED 067 527

Problem (pp. 10-11)

1. Have to decide what courses will be included in program
2. Too often do not offer explicit rationale for selection of particular courses

Purpose of paper (pp. 11-12)

1. Listing alternative starting points for organizing a graduate program into courses
2. Help sharpen thinking about the selection of starting points

Starting points (pp. 13-21)

1. Apprenticeship to a wise man--no courses, but observation--an intense one-to-one relationship
2. Audiences--e.g., classes on women, the poor, labor, illiterate--groups vary widely so need to be studied separately

3. Basic competencies--learning to communicate effectively, understand conditions under which adults learn, learning to be a leader
4. Basic concepts--e.g., anthropological, sociological: Assumption--successful practioners must know and understand these concepts
5. Basic processes--e.g., gathering and using feedback, asking the productive question, assumption testing
6. Common practice--the usual, traditional system of courses: overview, program planning, small group processes
7. Competencies/faculty interests--each faculty teaches his area of specialization
8. Evolutionary community of scholars--no courses; free-floating learning and field work
9. Geography and cultures--study adult education in a particular area--a country, a getto, a region
10. Government concerns and finance--Assumption: government priorities reflect the most pressing social problems
11. Institutions--study adult education as it exists in the different institutions--e.g., colleges, churches, community colleges
12. Problems in society--study the problems because adult education must address itself to solving the problems
13. Job functions--study different adult education job functions--e.g., administration, teaching
14. Problems of the individual in society--study in order to
    a. Help eliminate the problems
    b. Create new problem-solving approaches
15. Problems of the professional--e.g., how to motivate people, create change, meeting diverse needs of individual students
16. Problems of students--recognize that the learner is the best person to know what he needs and is ready to learn
17. Prophets--analyze the minds of the most creative and productive members of the field
18. Related disciplines--recognize that adult education is not yet a discipline, but an applied field
19. Research findings--recognizes
    a. Need to look at hard data
    b. Actual practices should be based on sound, tested findings
20. Time--study adult education at particular points in history

The program that grows from no more than two starting points is more likely to be (p. 22)

1. A stimulating and productive learning environment
2. Enable students to more quickly become responsible, self-directed learners
3. Produce more competent professionals
4. Provide stimulus for significant learning
5. Enable faculty to better explain and sell adult education graduate programs
6. Help student know actually what program is and if he wants to be a part of it

Integration of starting points (pp. 22-26)

1. Integrate with one another
2. Select with consideration made for the student, teacher, institution, society, and subject matter
3. Give consideration to what want most emphasized

Johnson, Eugene I. "Technology in Adult Education," pp. 91-107. Chapter 6 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Basic assumption of chapter: Selection of a teaching method is relevant to a number of variables--stage in program development, character of the insitution, numbers and availability of participants, time, cost, access to special equipment (p. 91)

Definitions (pp. 91-93)

1. Methods--activities selected or developed by instructor to reach educational objectives (e.g., discussions)
2. Techniques--attributes, methods or procedures to introduce variety, focus, and clarity
3. Devices--refer to physical equipment to facilitate learning
4. Terms must be used with sensitivity and common sense
5. Different methods for individuals and groups

New technology (pp. 93-102)

1. Computer--potentially the most significant: greatest value appears to be in individualizing instruction
2. Broadcasting
    a. TV colleges
    b. Multiplex FM programming
    c. Slow scan TV--uses phone wires to transmit still pictures at controlled intervals
    d. Dial information retrieval systems
    e. Audiotape and videotape recorders--especially good for self study

Role of the federal government (pp. 102-104)

1. Adult Basic Education--chief affect has been to bring people into professional training rather than introduce major changes in methodology and will probably continue in the 1970's in terms of teacher retraining
2. Arts and humanities--National Endowment for the Humanities; has maintained effective programs for the general public
3. Training local public officials

Conclusions (pp. 104-105)

1. The new techology generally cannot be easily fitted into the existing programs, practices, and systems
2. Obstaoles
    a. Resistance of professional personnel to change
    b. Institutional and organizational rigidity

3. Limitations: finance, lack of access to new products, lack of training in their use

Long, Huey B. "Prospectives of the Continuing Education Unit," Adult Leadership, 22 (February, 1974), 268-70+.

Article focuses attention on (p. 268)

1. Definition and background of continuing education unit
2. Possible perceptions from the academic perspective
3. Possible perceptions from the "user group" perspective
4. Possible perceptions from the individual learner's perspective

Definition and background (p. 268-69)

1. Defined: "The continuing education unit is a standard unit of measure for continuing education programs representating 10 contact hours of participation in an organized continuing education experience 'under responsible sponsorship, capable direction, and qualified instruction, . . .'"--definition evolved out of the work of the National Task Force in 1968
2. Developments at this point relate to accounting and recording dimensions of the CEU
3. Impact on individual learners appears to have received the least attention

Possible perceptions from the academic perspective (p. 269)

1. Three perceptions
    a. CEU perceived as a standardized unit that may be an illegitimate cousin or distant cousin to the credit hour
    b. An accounting device not related to the credit hour
2. Arguments
    a. CEU can provide a means of recognition and be an eventual certification instrument
    b. CEU also perceived as just a record-keeping device for budgetary reasons

Possible perceptions for the user group perspective

1. User groups defined as those who use the CEU as a measure of participation
2. Perceptions
    a. May offer a way of documenting participation
    b. CEU a means for maintaining control over members
    c. Use of can strengthen financial picture of group
    d. Use of can mean quality control of education
    e. CEU used as evidence of professional improvement for re-certification

Possible perceptions from the individual's perspective (p. 270)

1. Positive perceptions--see CEU as providing a uniform standard
2. Negative perceptions
    a. Learning is important in and for itself not for credit hours
    b. Believe that continuing education has advanced beyond the credit hour mentality

  c. Hold that "uniformity breeds mediocrity"
  d. Efforts to measure quality will move continuing education into post-test area

Summary and conclusions (p. 270+)

1. "The CEU may thus be best conceived as a multi-dimensional concept rather than a uni-dimensional concept (p. 260)."
2. CEU is valueless within itself
3. "The flexibility of the CEU may be one of its strongest attributes (p. 270)."
4. CEU personifies the movement toward non-traditional education

McKenzie, Leon. "Simulation Games and Adult Education," Adult Leadership, 22 (March, 1974), 293-95.

Origins (p. 293)

1. Today's educational games are directly descended from games invented by instructors of military education--e.g., chess
2. Play and games have been employed throughout history as a means of instruction
3. Complex simulation games originated as early as 1798
4. Games simulating war and battle most popular at first then in 1950's business and industry developed simulation games for management training
5. Since 1950's, the popularity of simulation games has reached a peak among teachers of children and adolescents

What is a simulation game? (p. 293-94)

1. According to Abt: "A game is essentially an activity that takes place among decision makers who are seeking to realize objectives within the framework of a limiting context (p. 293)."--"A simulation game is an activity of decision makers who are seeking to gain objectives, under the constraint of rules, in a make-believe world. . . . usually simulate real life situations . . . (p. 293)."
2. Basic elements of simulation games
   a. Game goals
   b. A simulated universe
   c. A scenario--description of the simulated universe
   d. Profiles--describe player roles during the game
   e. Rules--norms which legitimize certain gaming behaviors
   f. Resources--means used to attain game goal
   g. Game dividends or payoffs
3. The goal of the game is the outcome that identifys the winner
4. Simulated universe--the make-believe world in which the games take place

Instructional use as identified by Twelker (p. 294)

1. Present information (referential simulation)
2. Elicit responses (contextual response simulation)
3. Assess performance (criteron simulation)

Content areas (p. 294)
1. Content areas--generative grammars and the scientific method, innovative urban planning, concepts in the field of genetics, interaction between science and politics in designing the future, presidential politics, development of questioning skills, survival in educational institutions, changes in a developing society, drug education, and the principles of nutrition
2. Kinds of games--resolution of conflict, teacher preparation for the inner city, family financial management, workings of the stock market, processes of ecology, women's liberation, decision making in a small community

Games and learning (p. 294)
1. Generally, are effective educational tools
2. Based on a number of significant learning principles
   a. Are highly motivating
   b. Invite active participation in the learning process
   c. Facilitate learner interaction
   d. Encourage decision making and problem solving

Games and adults (p. 294-95)
1. Value of play for middle-aged adults: expend surplus energy, need for relaxation, outlet for emotional tension, need to identify and construct other personality patterns
2. A gratuitous assumption that simulation games are only for children

Game design (p. 295)
1. Consult Zukerman and Horn's The Guide to Simulations/Games for Education and Training
2. Time and effort needed to design own games but is a highly enjoyable activity

Parker, Glenn M. "Getting Your Adult Education Program Started," Priorities in Adult Education edited by David B. Rauch. New York: Macmillan Co., 1972.

Defining the job: include what group expects of leader and what the leader wants to do in his position (p. 108).

Define the community: determine who is to be served (pp. 109-11)
1. Define basic target group then periferal group
2. Programs which involve training in specific skills are most appropriate

Check available resources; see what is already being done in the community; attempt to avoid duplication (pp. 111-12).

Assessing needs (pp. 113-21)
1. Should have continued recycling of the needs assessment process
2. Survey needs prior to program initiation
   a. Questionnaires

   b. Survey interviews: use members of target groups as interviewers
   c. Group needs assessment program
   d. Observe group in a real meeting

Planning program (pp. 121-26)

1. Call it *their* program
2. Set goals, list expected outcomes--should be clear and specific in terms of the participant
3. Prepare curriculum--should clearly define direction
4. Get training resources: people and materials
5. Locate meeting rooms
6. Gather supplies and equipment
7. Design an evaluation system to measure degree to which objectives were met and note what things worked well and which did not--sources of evaluation
   a. Participants--use questionnaire, tests, note behavior changes
   b. Speakers and trainers: have them record their evaluations
   c. Leader: record evaluations and keep careful records

Advisory committees (p. 126)

1. A working committee can provide useful ideas and feedback
2. Composition ought to be weighted in favor of the participants
3. The committee task should be described in detail
4. Meetings should be brief and well planned
5. Mail materials ahead of meetings

Pesson, L.L. "Adult Education Projects in Small Group Settings," pp. 129-166. Chapter 6 in *Priorities in Adult Education* edited by David B. Rauch. New York: Macmillan Co., 1972.

Small group defined: group with 20-30 members who will continue to be with each other on occasion over a period of time (p. 130).

1. Becomes a group when members share one or more common goals
2. Leader aids group in setting and attaining goals on a continuing basis

Group process (pp. 131-33)--Task functions: must be performed for the continued existence of group; include

1. Production of satisfaction
2. Introducing new ideas; clarifying and elaborating
3. Opinion seeking and giving
4. Consensus taking
5. Group goals support maintenance of structure; must set goals and make forward progress

Group effectiveness--determinants (p. 133)

1. Satisfaction of members
2. Maintenance of group unity
3. Maintenance of positive group climate

Problems with groups (pp. 134-38)
1. Apathy, indifference, indecision or disagreement
2. Means of resolution
    a. Various types of pressure--can be ineffective because of incomplete membership and crosscurrents in group
    b. Leader as a force for change
    c. Reexamination of group code and customs
    d. Reexamination of social structure--how "equal" are members
    e. Program content--is it serving a limiting or expanding purpose

The leader (pp. 138-42)
1. Concepts of leadership
    a. Act of influencing others
    b. Process of aiding group to set and attain goals
    c. Differences are the result of different leadership styles--e.g., relationship-oriented, task-oriented
    d. Factors to be considered
        (1) Leader-member relationships--kinds of leadership that exist
        (2) Task structure--degree to which jobs are organized and defined
        (3) Position power--degree to which leader has control
2. Leadership functions
    a. Leader must be
        (1) Identified with the group
        (2) Acceptable as a leader to the group
        (3) Considerate person concerned with group welfare
        (4) Generate enthusiasm and cheerfulness
        (5) Exhibit stable emotions
        (6) Be concerned about his effect on others
    b. Leader must do
        (1) Help group pull together
        (2) Create pleasant atmosphere
        (3) Aid group in problem analysis
        (4) Assist group in achieving goals
        (5) Help initiate new ideas and projects
        (6) See that everyone knows what is happening
        (7) Establish structure for group

Planning concepts (pp. 142-47)
1. "Planning is a decision-making process (p. 142)."
2. Sources of objectives--learners, experts
3. Involve people who are going to take part in the program in the planning
4. Identify key leaders in target group who can supply ideas

Planning procedures (pp. 147-50)
1. Step 1: determination of the situation
2. Step 2: identification of needs and problems
3. Decisions about objectives and goals--classify objectives; those based on the needs and interests of members as individuals, of the group, and of the community
4. Should continue two parts--content and behavior

Objectives (pp. 150-53)

1. Become the program base
2. Behavioral aspect--thinking, feeling, acting
3. Concepts--the base units by which people think
4. Two levels to intellectual behavior
   a. Knowledge--knowing that something exists
   b. Understanding--being able to think with a concept, to apply it to new situations
5. As a result of the learning process, material must be learned and behavior must be developed

Concepts of learning (pp. 153-55)

1. Practice--means through which behavior is learned
2. Reinforcement--means of feedback, follow-up a part
3. Satisfaction--must be present for learning to be effective
4. Learning curve
   a. Learning at first slow, then rapid, then slow
   b. Retention--normally goes down quickly; concepts remembered longer than facts
5. Material highly applicable to individual's problems will be learned more readily
6. Different learning experiences can produce the same behavior changes
7. No one best method to use in teaching
8. If more than one sense involved, the learning experience is more efficient
9. A variety of repeated exposures to an idea enhances learning

Teaching procedures (pp. 155-57)

1. Identify concepts--define knowledge to be learned, organize material
2. Stage 1--knowledge acquisition
3. Stage 2--moving toward understanding
4. Stage 3--help learner evaluate adequacy of behavior

Useful methods and techniques (pp. 157)

1. No one best method of teaching
2. Types: clinic, forum, film forum, panel discussion, symposium, workshop, discussion groups, role playing

Semas, Philip W. "'Workers' Sabbaticals Eyed as Key to Lifelong Education," Chronicle of Higher Education, VIII (March 18, 1974), p. 1+.

I. Introduction (p. 1)
   A. European experience called workers' sabbatical being studied in U.S. as a possible means through which to reduce worker dissatisfaction and a declining desire among youth to attend college
   B. Twenty-nineth National Conference on Higher Education (Chicago): Speakers assailed the traditional idea that people should be educated when young, work as adults, and enjoy a life of leisure upon becoming old

C. Germany, France, and Belgium have the worker sabbatical programs--paid educational leaves financed by government and employers
  1. In 1972, 10% of French workers took part in the program
  2. Thus far, devoted primarily to short, predominantly professional training courses
  3. In Europe, a growing demand for the right to further education; not yet really felt in U.S. though

II. Problems created by separation between education and work (pp. 1 & 2)
  A. Work is the only fully legitimate activity for adults. Those who do not work suffer economically and psychologically from their second-class citizenship
  B. One-shot educational opportunities likely may cause a variety of consequences throughout life
  C. Current system has segregated the generations: Youth in school; adults at work; and elderly cut off from mainstream as they increasingly live in leisure communities
  D. System perpetuated by desire to minimize unemployment for white, middle class males: keep kids in school; forced retirement
  E. Workers complain of absence of on-the-job learning; ethics of conformity and obdience, not inquiry, predominate
  F. "No 'productive relationships' have been established between educators and business and union leaders (p. 2)."
  G. Few colleges give credit for work experience; employers fail to encourage continuing education for low-level employees
  H. Few transitions exist between school-work-retirement
  I. Financial value of education is being challenged

III. Steps to rectify situation
  A. Role of colleges
    1. Make undergraduate education more relevant to jobs
    2. Continue the liberal arts tradition, but improve it
    3. Establish specific programs aimed at specific groups
  B. Role of professional schools
    1. Bring knowledge to bear on practical problems
    2. Separate granting of degrees from credentialing so education can become more learning-centered and less licence oriented

Schmidt, Warren H. and Elwin V. Svenson. "Methods in Adult Education," pp. 92-95. Chapter 9 in *Handbook of Adult Education* edited by Malcolm S. Knowles. Chicago, Ill.: Adult Education Association of the U.S.A., 1960.

I. Questions (p. 82)
  A. "What are the conditions which facilitate adult learning?"
  B. "Do different educational objectives require different methods?"
  C. "How should methods of adult education differ from those of institutionalized elementary, secondary or higher education?"

II. Background (pp. 82-3)
A. Beginning in 1920, adult educators began experimenting with methods uniquely designed to facilitate adult learning
B. Found that the adult learner does differ significantly from the child learner--the adult
1. Has more and different quality of experience
2. Is ready to learn different things than children because is developmentally ready to do so
3. Tends to be more autonomous
4. Interested in immediate usefulness of new knowledge

III. Conditions for learning (pp. 83-93)
A. Understanding and accepting objectives and procedures--must make objectives sufficiently clear
B. Making ideas available--depends on the presence and communication of ideas
1. May be in the form of new facts and observations
2. May come from the learner himself
3. May come from books
C. Focusing ideas and experiences--relate to objectives, help learner to see relationships
D. Integration of ideas with learner's past experiences--can build bridges between new ideas and known experiences
E. Facilitating a climate for learning
F. Methods for creating conditions for learning
1. Orientation of learners by leaders is a key responsibility
2. Mehtods for orientation
(a) Orientation talk with visual aids, discussion, and follow-up
(b) Informal orientation sessions
3. Methods for making ideas and experiences available
(a) Single-person-based experience
(1) Speech or lecture--most widely used method
(2) Speech with audience participation--question and answer, buzz groups, reaction panel
(3) Interview
(b) Expression of ideas by more than one person
(1) Symposium--two or more speakers present different information on the same subject; uses moderator
(2) Panel discussion
(c) Experiences that focus on the learner as the major source of program content
(1) Problem census--learning group asked to establish priorities
(2) Dramatic presentation
(3) Case study
(4) Analysis of group experience--used to produce insights about learning
(d) Other resources: field trips, reading materials, films and TV presentations

- G. Methods for bringing ideas and experiences into focus
  1. Steering committee
  2. Thread person function--one individual (e.g., chairman) personifys the unity of the program
  3. Observer-summarizer--assign one or more people to devote their attention to particular aspects of the learning situation then report to the group
  4. Informal "psyche" groups--groups of same individuals that meet regularly to share experiences
  5. Focusing sessions
- H. Methods to aid learner in integration of program ideas into past experiences
  1. Practice activities--enable learner to try out new skills
  2. Simulated field situations--play role then explain actions
  3. Projects and field work--still are practice activities
  4. Learner-centered interviews, discussions, and questions--integrate ideas through articulation
  5. Time for reflection--an absolute necessity

IV. Creating a climate which facilitates learning (pp. 90-93)

- A. Must give attention to the psychological, intellectual, and physiological environment
- B. Methods
  1. Acceptance and recognition
  2. Inquiry and experimentation--all learning is such
  3. Informality-formality--find right level
  4. Cultural island--some learning best accomplished in residential learning centers
- C. Steps in developing an adult learning experience
  1. Assess needs and state objectives
  2. Identify available resources and their limits
  3. Solicit sources of ideas
  4. Develop general design and select method to reach goals
  5. Orient learners and leaders to purpose of learning program
  6. Plan for evaluation

V. Current issues in adult education methods (pp. 93)

- A. Should the departure point for learning be people or subject matter?
- B. Are major goals in adult education process or information centered?
- C. Is there a single best method or methods for achieving a learning goal?
- D. How should responsibility for program development be shared?
- E. How fully scheduled should a program be?
- F. What constitutes effective, meaningful learner participation?

Smith, Robert M. "A Case Study of a Programming Failure," Adult Leadership, 22 (February, 1974), 266+.

Case history of a metropolitan area university which offered a mid-life alternatives course for over-40 males

1. Course described in catalogue mailed to 30,000 people
2. Spot promotions in newspaper advertisements, radio and TV announcements, public service announcements, and talk shows
3. Underwhelming response to this carefully planned course

Why did it fail?

1. Perhaps overpriced ($60.00 for six weeks)
2. Men more reluctant than women to admit their need for help, counseling or self-understanding
3. Course description in actuality negative and punitive--tends to put prospective participant on the defensive
4. Learner is not promised specific rewards or outcomes
5. Course description seems to imply that an individual must have a variety of problems in order to enroll
6. Perhaps course was "ahead of its time"
7. Publicity problems

INSTITUTIONS AND ORGANIZATIONS

Griffith, William S. "Adult Education Institutions," pp. 171-89. Chapter 11 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Chapter conveys general and specific information about institutional forms and arrangements for adult education (p. 171).

Variety of major adult education institutions (pp. 172-73)

1. The history of adult education is reflected in the growth and demise of institutions serving special interests
2. The majority of adults learn in institutions not usually regarded as adult educational institutions
3. ". . . adult education in a pluralistic society ought to be pluralistic in aim, in content, and in method (p. 173)."

Approaches to dealing with the variety of institutional forms (p. 174-76)

1. Classification approach
   a. Houle: two groups--institutions that are primarily educational and those that are partly educational
   b. Associations of adult educators oriented to five bases
      (1) Sponsoring agency: adult educators identified with a particular method
      (2) Content: adult educators who have a commitment to a particular message
      (3) Method: adult educators who are committed to a particular method
      (4) Place: adult educators forming groups on the basis of their concern for a given geographic area
      (5) Clientele: adult educators who form groups on the basis of their identification with a particular clientele
      (6) Educators who belong to these different groups experience some significant differences regarding
         (a) Process of program development
         (b) Procedures for securing resources
         (c) Methods of evaluation
         (d) Routines for program modification
         (e) Procedures for arriving at objectives
2. Developmental model approach (p. 176)
   a. William Griffith: sought to develop a growth model
   b. At present, not refined for practical use
3. Making use of idle facilities

4. Public school adult education gains its strength from taking education to the people (p. 177)

Interinstitutional coordination (pp. 178-79)

1. Currently is primarily the result of the working of the free enterprise system
2. Only tax support will make adult education available to all
3. Adult educators are beginning to realize that the autonomy of their organizations may be enhanced through cooperation with other organizations
4. The uncoordinated approach to adult education has caused students to have quite a task sorting out programs

Adult education councils and neighborhood centers (pp. 179-80)

1. Adult education councils being developed in some cities--some securing foundation backing
2. However, government supported information centers seem to hold promise of being a better program--is likely to develop because
    a. Council models have not been economically viable
    b. If legislators view adult education as a means to accomplish social purposes, they will vote funds

Federal and state government influences (pp. 180-85)

1. Have developed and supported adult education institutions
2. 1914 Smith-Lever Act created Cooperative Extension in the land grant colleges
3. Legislative attempts to strengthen community college programs has led to a reduction in general community programs
4. Need approach that will reward institutions for creating programs not already in existence
5. Problem: needs perceived by legislators are not always the same as those perceived by adult educators
6. Higher Education Act of 1965--federal support of special projects rather than programs

Institutional perspective of Evaluation (pp. 185-86)

1. Adult Education Association of U.S. says too often program evaluations have not measured progress toward student goals, but have merely been head counts
2. Lack of evaluation is incompatible with developing professionalism

Professionalism and the institutional structure of adult education (p. 186)

1. Adult education has been more of a movement than a profession--has an absence of universality
2. Problem: acceptable professional standards need defining
3. Lack of a professional society

Johnston, Lynn D. "The New Setting in New York," pp. 22-31. In Adult Part-Time Students: Individuals in Higher Education ed. by Jerrold I. Hirsch. Proceedings of an APGA convention workshop. March 26-30, 1972. Washington, D.C.: American College Personnel Association, March 28, 1972. 59 pp. ERIC: ED 070 981.

Changes in the educational system that affect adult education

1. Alternative goals for education
2. New variety and acceptance for instructional technology
3. A new look at class size and its impact on educational experience
4. Traditional views of academic schedules and sequences are being questioned
5. Alternative means of financing education are being considered
6. New physical facilities designs
7. Alteration of admissions criteria
8. Counseling becoming a more integral part of the academic program
9. Criteria for staff selection and reward are changing (p. 23).

SUNY at Brockport: Instutited, as part of its changes, the B.A. of Liberal Studies program which is a special baccalaureate curriculum designed for adults. Its academic goals may be obtained largely through various forms of independent study--has few residential requirements and is administered by the university's Office of Continuing Education (p. 24).

1. The degree program is based on the assumption that adults are different from the young student, the crucial difference being the degree of amassed life experience (p. 24).
2. "The adult enters college with intensely serious motivation. . . . His motivations, moreover, are not only more serious than that of the younger college student, but are also more diverse (p. 25)."
3. Curriculum
    a. Believe that to require an adult to pursue a curriculum planned for the younger college student is inappropriate--"We believe it is more valid for him to be guided into the discipline and integration which he seeks within a curriculum built on his accumulated life experience (p. 24)."
    b. Is divided into four areas of study
    Social Science Area Humanities Area
    Natural Science Area Integrating Area
    One fourth of the adult students' studies are completed in each area (p. 25).
    c. The four study areas are composed of three parts: A period of individual study, an area seminar, and an area project (p. 25).
    d. In each area, the choice of content is as broad as the area permits and is student selected as are the time schedules and sequences in consultation with student advisors (p. 25).
    e. Seminar section: Is designed to accomodate students who are employed full-time; seminars are scheduled in either a series of weekend meetings or in a compact three week period (p. 26).
    f. Students may fulfill the requirements of portions of the degree program by taking courses at other institutions (p. 26).

Empire College Program: No campus; only a central office at Saratoga Springs

1. Operates from a series of learning centers scattered throughout New York state (Rochester, Albany, and New York City with plans to open 20 others)--are resource centers which organize the various resources of the community in which they exist to meet the educational needs of their students--resources must be organized in a way to facilitate the creation and completition of an educational program (p. 26).
2. Offers A.A. and B.A. degrees (p. 26).
3. After being admitted
    a. Students undergo an orientation to the learning center
    b. Identify self with one of the faculty members at the center and begin creation of their study program
    c. Study program written into a contractual agreement between student and mentor--outlines course of study, evaluation methods, time sequence (p. 27).
4. Three modes of learning experiences
    a. Disciplinary mode--for students who wish to pursue a specialized body of knowledge.
    b. Holistic mode--allows the student to work in several areas of knowledge and to employ various interdisciplinary methodologies.
    c. Experimental mode--includes a number of diverse activities which generally are not part of the resources of the learning center (p. 27).

Regents Extended Degree Program: Is an outgrowth of the successful 10 year old College Proficiency Examination Program for people who were unable to attend classes but acquired knowledge equivalent to that taught on the campuses --obtain college credit through this program

1. The new regents program will be open to anyone who is interested and has no requirements of age, residence, or prior preparation (p. 28).
2. Offers an A.A. and a B.S. in Business Administration as well as an A.A. in nursing (p. 28).
3. Degree requirements can be met in a number of ways
    a. Taking required courses from regionally accredited colleges and universities
    b. Successfully completing college level proficiency exams.
    c. Request special assessments if exams are not available (p. 29).

Lang, Daniel R. "Are the Lights Going out in Evening Colleges?" pp. 32-39. In Adult Part-Time Students: Individuals in Higher Education ed. by Jerrold I. Hirsch. Proceedings of an APGA convention workshop. March 26-30, 1972. Washington, D.C.: American College Personnel Association, March 28, 1972. 59 pp. ERIC: ED 070 981.

Advocates the creation of a two-college concept in which the separate evening college that has all the rights, privileges, and responsibilities normally characteristic of a day school or college. The evening dean would only be responsible to a provost, dean of faculties, or college president (p. 33).

Concludes from his own experience and responses from 23 persons associated with evening colleges that ". . . the traditional evening college will almost completely disappear in the not-too-distant future because of changes now taking place in higher education (p. 33)."

"The dominant factor that determines the success or failure of an evening program is the attitude of the president and other top administrators and the attitude of the day dean and his faculty (p. 35)."

Problems associated with placing evening programs under the administration of day deans

1. Evening programs slowly are phased out.
2. Evening programs die from neglect.
3. Incompetent full-time professors often are assigned to the evening program or part-time off-campus instructors are hired for the purpose--many of which are inadequately prepared to teach evening college courses.
4. Inexperienced, graduate teaching assistants are assigned to the night classes.
5. Inadequate budgeting--money is pumped into the day program at the expense of the evening program.
6. Restricted admissions--being expected to go through the same admissions proceedures as day students often bars many adults from entering the evening programs.
7. Night faculty is often given the day overflow classes; therefore have less time to devote to the evening classes.
8. Student personnel services are almost completely lacking for evening students.
9. Evening students often receive unsuitable counseling from staff members who only are prepared to meet the needs of day students (p. 35).

Okes, Imogene E. Adult Education in the Public Education System, States Summaries, 1968-69 and 1969-70. Progress Report. Washington, D.C.: U.S. Office of Education, November 16, 1972. 4 pp. ERIC: ED 070 919.

Every state and outlying area are included in the report. Only state-provided data are reported. Survey conducted under the auspicies of NAPCAE and the National Council of State Directors of Adult Education (p. 1).

In 1947-48, enrollments in public school adult education amounted to 1.49% of the U.S. residential population. The figure rose to 2.70% in 1956-57; and to 4.18% for 1968-69 (p. 1).

"IN THE 1-YEAR PERIOD FROM 1968-69 TO 1969-70, ADULT EDUCATION ENROLLMENTS IN THE PUBLIC EDUCATION SYSTEM INCREASED 10.8%--SEVEN TIMES FASTER THAN THE INCREASE IN ENROLLMENT FOR CHILDREN IN THE SAME TIME (p. 2)."

Study revealed that there were about a million more registrations in public school adult education than registered students in colleges and universities. More than 8 million adults were reported enrolled in adult education in the public system in 1968-69:

15.3% in community college adult education
30 % in adult vocational education
15 % were full-time students spending more than [illegible]5 hours a week in class (p. 2).

Increases in adult education staffing did not keep pace with enrollments. The percentage increase from one year to the next in the number of teachers was 9.2% as compared to 10.84% increase in numbers of adult students (p. 2).

Author concludes that "As population shifts so that there are more persons in adult age brackets, and as better educated adults seek more education, and as school districts consolodate and become larger and have more resources, it would appear that adult education in the public education system is bound to grow. (p. 3)."

Reich, David L. The Dallas Public Library Independent Study Project.
Sponsoring agency: Council on Library Resources, Inc., Washington, D.C.
August, 1971. 21 pp. ERIC: ED 068 121.

Reports on the involvement of the Dallas Public Library with the College-Level Examination Program (CLEP) (p. 2-5).

1. Library to act as a center for CLEP information and provide assistance to CLEP candidates
2. Library concerns
   a. Would this be an appropriate role for the library?
   b. Would the library be accused of transgressing on the professional educators' territory?
3. Southern Methodist University offered support and special academic services

Functions of the library, according to the proposal (p. 5-6)

1. Serve as an information center for the examination program of CLEP
2. Serve as a distribution center for CLEP materials
3. Serve as a college information center for local colleges
4. Serve as an advisory center for adults interested in self-education
5. Serve as an educational resource for motivating business and industry to encourage employees toward independent study

SMU's responsibilities (p. 6-8)

1. Prepare study guides for CLEP subject areas
2. Prepare annotated reading lists on non-textbook materials available in the Dallas Public Library system
3. Make available appropriate resource people for tutoring, leaders, and seminar planning

Proposal also calls for a local advisory council and a National Interest Council in which AAJC is very interested (p. 8-9).

Copy of the proposal is included--$100,000 funding request was granted.

Venn, Grant. "Vocational-Technical Education," pp. 473-86. Chapter 28 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J. R. Kidd. New York: Macmillan Co., 1970.

"The vocational-technical education of adults is considered by many to be a process rather than a program--a process that involves the development of the individual for social, economic and occupational competence (p. 473)."

Non-federall aided programs (pp. 473-76)

1. National Home Study Council--more than 300 courses offered by 120 affiliated schools
2. National Association of Trade and Technical Schools
3. Mott Foundation--vocational-technical education one of its activities

Federally aided vocational technical education programs (pp. 476-77)

1. Since 1917, programs have been developed through federal grants-in-aid programs
2. Vocational Education Act of 1963--continued existing programs but permitted states to transfer funds from one category to another--ammended in 1968 to provide more "people oriented" programs
3. Federally supported programs provide funds primarily to public schools
4. Purpose: to insure youth and adults of all ages access to tuition-free vocational-technical programs
5. Lebal basis: Vocational Education Act of 1963 and earlier Smith-Hughes and George-Barden Acts

Organizing to accomplish the task (pp. 477-79)

1. Has been a long established, smoothly functioning federal-state-local relationship
2. State organizational patterns
   a. Each state responsible for its own programs
   b. State advisory councils that must have at least one annual public meeting
3. Local organization: often a lot of county activity

Expanding nature of adult programs (pp. 479-81)

1. Mobile units to bring education to those who cannot reach classrooms
2. Areas of greater than average growth
   a. Agriculture education
   b. Consumer education and homemaking for working mothers and people from low income neighborhoods
   c. Office education
3. Distributive education gaining acceptance: are packaged programs in which course content is taylored to a specific situation

Manpower development programs (pp. 481-84)

1. Have had three major foci
    a. Help the disadvantaged gain employment and decent pay
    b. Involve private industry in training the hard core poor
    c. New program development to meet needs of different groups
2. Concentrated employment program
    a. Enlists active support of business and labor
    b. Provides wide range of social/medical services on an individual basis
    c. Develops employment opportunities for those in the program
    d. Provides follow-up to insure program participants keep their new-found jobs
3. CAMPS program: Cooperative Area Manpower Planning System
4. Others: Model Cities Program, Neighborhood Service Centers, Special Impact Program, Human Resources Development

NOTE: Adult education programs also may be funded under the Economic Opportunity Act

5. New focus
    a. Emphasis on serving the disadvantaged
    b. Needs of those remaining jobless in time of high demand usually extend beyond training
    c. Instruction in the program usually provided through the local schools

Awareness of adult education process: "Adults can have a wide range of real handicaps that must be met and overcome before stable employment can be anticipated or training for employment undertaken (p. 484)."

COMMUNITY COLLEGES

Callahan, Lois and Vern Gillmore. "Cooperative Education; An Articulating Agent," Community and Junior College Journal, 44 (February, 1974), 32-34.

Authors discuss the cooperative education program at the College of San Mateo, California.

Goal of the San Mateo program: ". . . to close the gap between 'town and gown,' between theory and practice, by expanding the college into the community; by creating a channel of communication for the college coordinator, the student and the employer; and by changing the curriculum in response to needs identified in the world of work (p. 32)."

The effect of the program has been to interlace college and industrial facilities, equipment, personnel, and knowledge (p. 32).

1. Students can learn their skills on the most updated equipment.
2. The regular visits college instructor-coordinators of the cooperative education program make to the employers to observe students on the job enable
   a. The teacher to get out of the classroom and into the industrial setting where changes are occurring.
   b. Provides the opportunity for positive interaction between the college representative and an employer
   c. Joint evaluation of student performance opens the door for discussions of classroom and laboratory activities as a basis for job performance (p. 32).

Programs has generated requests from several companies and public service agencies to have the college develop in-house training programs for their employees--has been done partially through having students working in the organizations to identify a problem related to their work and draft a solution for it; have often led to changes within the organizations (p. 32).

Coordinators of the program see it reducing the practice verses theory controversy, as the students are acquiring both theoretical and practical training (p. 33).

Learning objectives

1. All coop ed students develop specific, measureable learning objectives to be achieved in the course of their working assignments.
2. Objectives are prepared jointly by the student and his instructor-coordinator and validated by the employer.

3. The objective specification form becomes an implied contract (p. 33).

Effects of the cooperative education program

1. Has produced articulation within the educational community, as well as with the business community
2. "A direct relationship has been established between the college and local high schools by interviewing high school seniors and placing them in coop ed jobs prior to their matriculation at the college (p. 33)."

"Cooperative education at College of San Mateo is an integral part of the total academic program (p. 33)."--800 day and evening students are employed by 500 employers in more than 110 different jobs each semester (p.33).

Draper, Edgar D. "Cooperative Education," Community and Junior College Journal, 44 (August/September, 1973), 26-27.

Good summary: "When Herman Schneider inaugurated the first cooperative education plan at the University of Cincinati in 1906, there were less than two dozen students in the program. Today, there are cooperative education programs at all levels in some 400 institutions of higher education--from the technical institute and the two-year degree program through the doctorate. Some 90,000 to 100,000 students are currently enrolled in broad varieties of engineering, business, health, and liberal arts programs (p. 26)."

City University of New York Borough of Manhattan Community College Cooperative Extension Program

1. Students are engaged in learning programs outside the classroom through the sponsorship of local employers--helps student learn his trade in the "real" world of work while simultaneously helping him to move toward financial independence.
2. Students also have a new dimension added to their educations when they get to work in an environment previously unfamiliar to them--e.g., the minority, disadvantaged student working in an office building or a student from a white-collar family gaining work experience in a manufacturing plant.

"Such work blocs offer the faculty the possibility of more creative educational programming and greater varieties of opportunities for students (p. 27)."

However, faculty members must be used more effectively through such means as

1. Being available off-campus with students at varying periods during the year.
2. Faculty work leaves so they can get in touch with their professions
3. Encourage faculty co-op experiences.

Also most strive to provide cooperative education experiences for students of all ages, as community colleges are in the business of educating all people (p. 27).

"The process of cooperative education is the most effective of all educational patterns for achieving affirmative action in employment (p. 27)."

Harlacher, Ervin L. "Community Colleges," pp. 213-29. Chapter 13 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

"The community college is a uniquely American institution (p. 213)."

1. Performs many traditional adult education functions
2. Also involved in the new community service programs--chapter discusses these programs, how they can be developed, and evaluated
3. A true community college seeks full partnership with the community it services (p. 214)---to become involved in community service, must
    a. Become a center of community life
    b. Provide educational services for all age groups
    c. Extend college leadership and coordination capabilities to the community
    d. Contribute to and promote cultural, intellectual and social life of the community
4. Community services programs must be founded on certain principles (pp. 214-15)
    a. "The 'campus' is coincident with the length and breadth of the college district. Community service is a process and not a place (p. 214)."
    b. "The college is obliged to go to the community at least as aggressively as the community is encouraged to come to the college (p. 214)."
    c. "Education cannot and must not be limited to formalized classroom instruction (p. 215)."
    d. "The community college should be a catalyst for community development (p. 215)."
    e. "Community college service programs should meet community needs while avoiding useless duplication of existing services (p. 215)."

Organization and administration of community service programs (p. 215-17)

1. Need sound knowledge of community needs
2. Is essential to have adequate long range planning
3. Define program purposes and objectives--program statements should encompass written policies
4. Must encourage vigorous community participation in all aspects of development, executing, and evaluating programs

Methods and approaches in community service programs (pp. 217-21)

1. Should promote long-term growth as well as meeting current needs
2. Programs should be inclusive rather than exclusive
3. Consider the use of short-course method
4. Adequate lead time must be allowed for thorough program planning
5. Must recognize that the community can be used as a valuable laboratory for enrichment of the total college curriculum
6. Institutional synergism: The community college working closely with other community agencies to accomplish what no single institution might achieve on its own

Evaluating community service programs (pp. 221-25)

1. Evaluation must be something more serious than just determining what the community will buy
2. Sample programs
    a. Provision of physical facilities and services--e.g., Foothill College makes facilities available for a wide range of cultural programs
    b. Community educational services--e.g., Abraham Baldwin Agricultural College (Ga.) offers a series of short courses for farmers
    c. Community counseling--e.g., Rockland Community College operated the N.Y. State Guidance Center for Women
    d. Human resources development--e.g., N.Y. City Community College runs an Urban Center to help disadvantaged youth secure job training and placement
    e. Campus radio-TV stations--e.g., Chicago City College offers 26 hours weekly of credit and non-credit courses
    f. Community development--e.g., Abraham Baldwin Agriculture College promotes creation of community committees to prepare goals and objectives for five year community development programs
    g. Cultural activities

Problems in development (pp. 225-27)

1. Communications--improvement is a never ending task
2. Gaining continued support from boards of trustees, administration, and faculty
3. Coordination of services with other regional and community groups--regional coordination is becoming essential
4. Identification of community needs and interests
5. Planning and evaluation--too often neglected
6. Philosophy and objectives
7. Administration and supervision
8. Physical resources

Major trends in community college service programs (pp. 227-28)

1. Development of aggressive, multiservice outreach programs
2. Increased emphasis being placed on community education for all ages
3. Utilization of a great variety of media
4. Utilization of college's catalytic capabilities to assist the community
5. Increasing concern with the cultural growth of the community
6. Placement of greater emphasis on community interaction
7. Recognition of need to cooperate with other agencies

COOPERATIVE EXTENSION

Boone, Edgar J. "The Cooperative Extension Service," pp. 265-81. Chapter 16 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Cooperative Extension--"World's largest publically supported informal adult education and development organization (p. 265)."--is American's first and only national educational system (pp. 265-66)

1. Dedicated to the development of individuals so they can solve their own problems
2. Cooperative designates the relationship between the Department of Agriculture and Land-Grant colleges--evolved from the passage of the Smith-Lever Act in 1914
3. Distinguishing features
    a. Informal teaching
    b. Extensive use of lay advisory committees
    c. Works with new and existing organizations
    d. Training of local lay leaders
    e. Reciprocal relations between services and research

Evolution, legislation, and finance (pp. 266-68)

1. Legislative acts influencing establishment of the extension service: Organic Act of 1862, first Morrill Act of 1862, Hatch Act of 1887, Smith-Lever Act of 1914
2. Smith-Lever Act
    a. Established the Department of Agriculture, Land-Grant colleges, experiment stations, and the Cooperative Extension Service
    b. Authorized funds to carry out act--funds do come from federal, state, and county tax appropriations; federal funding declining in recent years

Scope and objectives (pp. 268-70)

1. Has been willing to undergo rigorous internal and external evaluation and make adaptions as social needs change--has greatly contributed to its success
2. Clintele: identified by the Smith-Lever Act as the population of the U.S. and its territories who are not formally attending college
3. Content: "Agriculture and home economics and subjects related thereto (p. 270)."--one third of efforts have been directed toward agriculture, one fourth to educational programs and training volunteer leaders, and the remainder to human resources development

Organization and structure (pp. 270-72)

1. Land-Grant colleges are the heart of the extension system
2. Overall role of the federal extension services
   a. Educational aim or function
   b. State program support function
   c. Establishment and maintenance of relations with other governmental agencies
3. County is the basic unit--is the level at which most programs are developed

Programming (pp. 272-76)

1. Uses "the collaborative efforts of professional and lay leaders in developing educational programs designed to meet immediate and projected needs of the people"
2. The variety of approaches to programming has some common elements
   a. Formation of a broad program framework
   b. Adaption and linkage of the program framework
   c. Formation and maintenance of lay leadership structures
   d. Use of lay leaders in diagnosing
   e. Development of a long-range program prospectus
   f. Development of an annual plan of work
   g. Implementation of the plan or work
   h. Evaluation of accomplishments
   i. Summary--programming consists of planning, executing, and evaluating
3. Methods: include indirect contact, group and mass media methods (p. 274)
4. Evaluation: determining the extent to which objectives have been met
5. Programming areas
   a. Agriculture
   b. Community development
   c. Anti-poverty activities
   d. Youth through TV

Professionalism (pp. 277-78)

1. Cooperative Extension employs some of the most competent adult educators in the world
2. Runs a comprehensive professional development program
3. Publication of the Journal of Cooperative Extension since 1963

Problems, trends, and opportunities (pp. 278-80)

1. Must remain a people's program
2. Extension agent enjoying the increasingly important position of being an agent for change
3. Must continue to make use of program aids and sub-professionals in the community

HIGHER EDUCATION PROGRAMS

Haygood, Kenneth. "Colleges and Universities," pp. 191-212. Chapter 12 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

"The interaction between youthful growth and increasing maturity characterizes the field of adult education at this time (p. 191)."

Background (pp. 192-94)

1. Adult education has sprung up like a weed in the university
2. Summer school: started in 1869 at Harvard and well established by 1910
3. Evening colleges: grew greatly during immediate post World War I and World War II eras
4. Was a gradual decision to specifically design programs for adult learners
5. Institutional forms of adult education that emerged
    a. General university extension
    b. Cooperative extension
    c. Evening colleges
    d. Residential continuing education
    e. Correspondence education
    f. Mass media programs
6. Schoenfeld: "It has always been extension's role to pioneer, to fill gaps, and then to 'work itself out of a job' by creating or encouraging substitute agencies (p. 193)."

Current and recurring issues (pp. 194-96)

1. Question of purpose
    a. How far should a college go to meet the growing variety of adult education needs?
    b. Some colleges have designed degree programs to meet adult needs
    c. Traditional demands of research and scholarship verses adult education and community service
2. Still issues exist over how institutions interpret their objectives define and serve their clientele

Significant developments (pp. 196-98)

1. "The necessity for continuing education is a fact of modern life (p. 196)."
2. Continuing education becoming everyone's business
3. University's role
    a. Training centers for professional development
    b. Research

- c. Development of curricula and materials
- d. Testing, counseling, and referral services for adults

4. Emergence of a substantial body of literature related to the field

Adult education in colleges (pp. 198-204)

1. James Carey: Growth pattern for evening colleges and extension services --departmental domination, autonomous development, integration, assimilation--are not necessarily ideal stages
2. Organization of adult education
   - a. No set organizational form exists
   - b. Variety of faculty arrangements: problems of salary and incentive differentials as compared to regular college teaching
3. Program areas
   - a. Credit and degree programs
     - (1) About 900,000 annual enrollment
     - (2) About 800,000 engaged in studies for degrees, yet only about 5% ever earn them
     - (3) Development of a new category of non-degree credit--is on the increase
   - b. Non-credit programs
     - (1) About 1,800,000 annual registration in non-credit classes, short courses, correspondence courses, and conferences
     - (2) Great deal of innovation and experimentation possible in these programs
   - c. Continuing professional education: has expanded dramatically
   - d. Liberal adult education
     - (1) Difficult area to develop because the programs seldom are self-supporting
     - (2) Natural clientele: middle-aged, middle class, largely professional group
   - e. Special clientele groups--e.g., labor, aged, women

"With notable exceptions higher adult education programs have neither money nor staff time for systematic program analysis and development (p. 204)."

Urban extension and community education (pp. 204-07)

1. Cooperative extension to be an important force in urban areas in the future
2. General university extension
   - a. Has conducted many community development programs
   - b. Still have not solved the problem of allocation of university resources
   - c. Have served upwardly mobile populations
3. Other programs
   - a. Store front university extension
   - b. Conferences, studies, training programs

Future approaches to adult learning (pp. 207-09)

1. Use of conference centers--most future adult education programs either will have such facilities or have access to them

2. Independent study programs (Johnstone: 8% of adult learners engaged in such programs in 1962)
3. Community learning centers--places for independent study, tutoring, and direct instruction in small groups
4. Should not be a monolitic system, but an integrated whole
5. Most likely universities will monitor such a system

Financing: tuition, fees, state subsidies, foundation grants (p. 209)

Coordination (pp. 210-11)
1. National University Extension Association (NUEA)
2. Association of University Evening Colleges (AUEC)
3. Closer association of Cooperative and General Extension
4. Better local-state-regional planning and coordination

Stirzaker, N.A. "University Continuing Education," Adult Leadership, 22 (April, 1974), 329-31+.

Trends contributing to increased activity in continuing education (p. 329)
1. Rapid technological change
2. Accellerating urbanization
3. Impact of greater leisure
4. Steady pressure on the voter to render sound judgments
5. New-found appreciation of scholarship
6. Attrition of conventional frontiers and emergence of others
7. Population press
8. Relative high economic stability level
9. Population containing an ever higher percentage of adults
10. These factors have created a sense of urgency to do something in continuing adult education to meet the new demands. However, has led to great bewilderment in adult education

Problems (p. 329-31)
1. Lack of clearly defined policy statements which concisely enumerate the philosophy of the institution regarding continuing adult education
2. Static or decreasing campus enrollments have caused faculty to seek other ways to guarantee their livelihood--are becoming involved in continuing education
3. The continuing education function has received little more than lip service in many institutions of higher education
    a. Inadequate budgets
    b. Lack of faculty trained in continuing education
4. Proliferation of bureaus, centers, and institutes on college campuses--often operate without regard to what each is doing or to the clientele being served
5. Such bureaus and centers sponsor conferences and short courses often without adequate knowledge of good educational techniques that will help make the program a success

6. Physical plant planning at institutions of higher education has not given consideration to continuing education programming

Hopeful indications of better things to come (p. 331, 336)

1. Development of pilot projects in universities for continuing education programs--mostly sponsored by the Kellogg Foundation
2. Small amount of interest in the development of adult degree programs

COMMUNITY SERVICE

McMahon, Ernest E. "The Needs of People and the Needs of Their Communities," pp. 25-50. Chapter 2 in Priorities in Adult Education edited by David B. Rauch. New York: Macmillan Co., 1972.

Individual and community needs

1. "Community is defined as the specific population which an adult educator or his organization or institution seeks to reach with respect to a particular problem or set of problems (p. 26)."
2. Historically, adult education has focused on the individual and his needs, but is shifting toward an emphasis on the community (p. 27)
3. The individual (pp. 28-29)
    - a. Early nineteenth century remedial emphasis to increase functional literacy--has evolved into Adult Basic Education programs
    - b. Early emphasis on provision of cultural opportunities for individuals
    - c. First general university extension efforts directed toward general education
    - d Courses then offered to upgrade individual job skills
4. The community (pp. 28-29)
    - a. The failure to add the community dimension is a major reason why the relevance of adult education programs is challenged
    - b. Need to identify common needs and interests as a major step in community planning without abandoning efforts to meet individual needs

Meaning of need (pp. 30-35)

1. Each program must have its own understanding of the meaning of need--"The objectives and purposes of the sponsoring institution or agency will have an influence on the final determination of need, and so will the capabilities of the sponsor (p. 30)."
2. Interest and motivations of potential participants affect determination of need
3. Should clarify the relationship between needs and desires
4. Must be defined in broader terms than just basic survival needs--need and desire become more congruent as one moves up Maslow's hierarcy
5. Should accept the notion and need for self fulfillment
6. Should discriminate between felt needs and actual needs--need to retain a proper perspective of reality

Obstacles to program development (pp. 35-38)
1. Lack of adequate funding
2. Too many words; too little action
3. Unchanging programs
4. Confusion on the part of adult educator over his role

Who determines need? (38-40)
1. Should be done in a partnership between educators and participants, but unfortunately, the interpretation of needs usually continues to be an agency decision
2. "In the last analysis, it is always the client who makes the judgment about his own need and what will satisify that need (p. 39)."

Ways of determining need--Blackwell's system (pp. 40-43)
1. Prescriptive process--someone decides what someone else needs; not recommended
2. Community study--the most thorough method; must examine
    a. Population base
    b. Institutional structure of the community
    c. Value systems of the people (to identify priorities)
    d. Social stratification
    e. Informal social relations
    f. Power structure of the community
    g. Ecology of the community--spacial and functional divisions of a community
3. Community study--Samuel Hand's approach (p. 43)
    a. Social welfare analysis of agencies
    b. Study of the community as a social unit
    c. Use the study itself as an educational process leading to social action
4. Checklists
5. Surveys (pp. 44-45)
    a. Questions must be clear
    b. No way to measure motivation
    c. Danger of gap between interest shown and motivation
    d. Ask specific questions
    e. ". . . an opinion on a questionnaire is only an opinion expressed at one point in time (p. 45)."
6. Study of community power structure (pp. 45-46)
    a. Must be understood if community is to be understood
    b. Power structure elements in order of community importance
        (1) Business
        (2) Government
        (3) Civic associations
        (4) Society activities

Office of Education. Program IMPACT. Community Service and Continuing Education, Higher Education Act of 1965--Title I. 6th Annual Report. Bureau of Higher Education, Washington, D.C. Fiscal Year 1971. 18 pp. ERIC: ED 068 759

People served (p. 5)
1. Were 305,289 enrolled in higher continuing education in 584 projects supported by 48 states through continuing education grants under said legislation
2. Majority of projects focused on well-defined target groups

National purpose of the program (p. 5-6): "Assisting the people of the United States in the solution of community problems . . by making grants to strengthen the community service programs of colleges and universities (p. 6)."

Program administration (p. 6)
1. Office of Education responsible for overall administration
2. Designated stage agencies determine state priorities
3. Federal funds distributed to the states on a formula basis

Examples of projects (p. 6-7)
1. Skill upgrading for paraprofessional personnel in community agencies (16 projects)
2. Continuing education for women
3. Programs for minority businessmen
4. Senior citizen programs (12 projects)
5. Penal institution innmate projects--is increasing individual success and societal achievement of releases
6. Community education and community problems programs--e.g., drug abuse programs, neighborhood councils, concerned citizens groups

Program statistics (p. 9)
1. A total of 1,566 educational projects in fiscal year 1971 with 584 reported completed
2. Types of activity
    a. Direct instruction: 64.8%
    b. Technical assistance: 15.9%
    c. Other--research, information dessimination, and multi-media presentations
3. 30% of eligible higher education institutions provided continuing education services to their communities

ADULT BASIC EDUCATION

Cortwright, Richard and Edward W. Brice. "Adult Basic Education," pp. 407-24. Chapter 24 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Definition (pp. 407-08)

1. "Instruction in communicative, computational and social skills for adults whose inability to effectively use these skills substantially impairs their getting or retaining employment commensurate with their real ability, in order to lessen or eliminate such inability, raise their level of education, and enable them to become more productive and responsible citizens (p. 407)."
2. ABE programs equip adults to function at the minimum of an eighth grade level

Recent developments (pp. 409-18)

1. 1960's--"Among 321 selected occupations in the U.S., a review of the median number of school years completed showed that none of the occupations had employees with less than eight years of schooling (p. 409)."
2. "One-third of the unemployed have not gone beyond grade school and two-thirds of the unemployed do not have a high school diploma (p. 409)."
3. Federal government became directly interested in adult education in the 1960's and aided programs through part of the manpower development legislation
4. Legislation aiding ABE: Manpower Development and Training Act of 1962, Vocational Education Act of 1963, Economic Opportunity Act of 1964, Adult Education Act of 1966 and subsequent ammendments to this act
5. Scope of need: "About 23 million people 25 years of age or older were the educationally disadvantaged population of 1960 (p. 410)."
6. Teacher training--first federally supported institutes held in 1966; were designed to prepare participants to conduct in-service training for teachers, administrators and volunteers
7. Sponsoring agencies: Model Cities Program of the Department of Housing and Urban Development, Department of Labor, National Alliance of Businessmen
8. Special projects--funded with money available from the Adult Education Act

Goals and resources (pp. 418-20)

1. Development of better adult educational materials becoming a reality
2. Development of adult remedial and basic education: Adult High School (AHE) and High School Equivalency (HSE) as well as special college degree programs for adults

3. Growth of ERIC system for adult education and the NEA Adult Education Clearinghouse

Research (pp. 470-71)
1. Student characteristics: those in stipend programs differ from those enrolled in nonstipend programs
2. Dropouts: most in late thirties, married, low reading levels, leave after completing less than 50 hours of instruction

Future: Recommendations made by National Advisory Committee on Adult Basic Education (pp. 422-23)
1. Focus ABE on nation's educational priorities
2. That federal Office of Education look favorably on state requests for funds for programs in areas of urban crisis
3. That Office of Education develop a ten year national plan
4. That immediate steps be taken to strengthen the National Advisory Committee on ABE
5. That $200,000 be allotted annually to support a committee staff
6. Strengthen a continued training program for teachers, administrators, counselors, and other leaders
7. Needs for experimentation and demonstration essential to improving ABE
8. Extend ABE beyond present eighth grade functional level

Scholes, Gene W. and others. "Financial Assistance for Adult Education Programs--Adult Basic Education," Federal Register, 32 (April 21, 1967), 11 pp. ERIC: ED 068 799.

Purposes of paper (p. 1)
1. Examine goals and intent of the Adult Education Act of 1966
2. Examine progress toward stated goals
3. Consider ways of reaching target population
4. Consider consequences of
    a. Suggested changes in adult clientele
    b. Influences of congressional appropriations and funding

Where we were supposed to go (p. 2-3)
1. Though Congress concerned about illiteracy, only in periods of crisis has legislation been enacted--e.g., for emmigrants at beginning of twentieth century, in Great Depression
2. Poverty and adult education linked--1966 act designed to attack two precursors of poverty: inadequate academic skills, and concomitant lacks in coping skills
3. Intent of 1966 legislation to eliminate poverty in absolute terms
4. Intent not to provide each American with a minimum level of education, but to deal with the eradication of poverty
5. Tools to be used to eradicate poverty are academic organizations
6. Stated goals of act to eliminate poverty
    a. Overcome English language limitations
    b. Improve education for occupational training
    c. Develop more productive and responsible citizens

7. Act ammended to encourate "The establishment of programs of adult public education that will enable all adults to continue their education to at least the level of completion of secondary school . . . (p. 3)."
8. Possible explanations for the expansion of the definition of basic education beyond eighth grade
    a. That the eighth grade level basically had been achieved--when in fact not so
    b. Former definition was inadequate to meet primary goal of elimination of poverty
9. Position--primary goal of act not being met because
    a. Discrepancy between goals of legislation and goals of easily reached students
    b. Specialized program designs for target group not widely instituted
    c. Measures of success have not been functional in fulfilling intent of legislation
    d. Not enough Congressional funding

Where we have been (pp. 4-6)

1. Findings in six states indicate
    a. Relatively few ABE students are "hard-core" undereducated
    b. Priorities for class scheduling first at 1-4 level then 5-8 level not met
    c. Main reason students enrolled in program was to pass GED. 80% had completed at least seventh grade education
2. Client needs require goal shift
3. The ABE student (in Appalachia)
    a. The easily reached rather than difficult to reach
    b. More employed than unemployed
    c. More females than males
    d. More over-35 adults
    e. More advanced level than beginning level students
    f. Were already an upwardly mobile group before coming into contact with ABE
4. "The literacy goal was the first goal choice of males, black students, and beginning level students; while the high school completion goals was the first choice of females, white students, and advanced level students (p. 6)." Therefore ABE responded to the goal orientation of the easily reached

Where we should be going (p. 7-8)

1. More resources and better strategies needed to reach the beginning level students
2. Use of ABE home instruction courses encouraged

The fare for getting there (p. 9-11)

1. Are three potential student groups which may be served under ABE
    a. Elementary level adult who is very poor or in danger of being so
    b. Very poor secondary level student
    c. Non-poor student with 9-12 grade education who could suffer economic deprivation because of lack of flexibility in skills
2. Formula: delivery system + time + money = goal

3. Many past state plans have forbidden use of paraprofessional teachers, home instruction, or transportation to educational facilities
4. To make ABE effective present evaluation systems and funding levels must be improved
5. Evaluation methods have been
   a. Annual average grade level gains
   b. Annual percentage of graduates employed

Conclusions (p. 11)

1. Intent of 1966 Adult Education Act is to eliminate poverty
2. Unreached principle target population--young, unemployed, elementary-level males
3. The easily-reached population has goal of secondary completion
4. Alternative delivery systems to exist for reaching target group
5. Present evaluation methods defeat the purpose of the original legislation
6. Present funding levels actually eliminate service to elementary level students

THE ADULT LEARNER

American Council on Education. *Higher Education and the Adult Student*. A special report. Washington, D.C.: American Council on Education. October 25, 1972. 5 pp. ERIC: ED 069 238.

Traditional assumptions of the past have controlled the directions in which colleges have moved (p. 1)

1. College students are all young and financially dependent
2. Fundamental difference between what is learned in residence and through extension or correspondence
3. The ideal college serves essentially a middle-class clientele

Recommendations: deal with the nature of the commitment an institution must make if it is to serve adult students (p. 1)

1. Facts and beliefs influence recommendations
   a. The absolute number of students carrying adult responsibilities will be higher
   b. Most students in many higher education institutions even now are over the age of majority
2. Considerations
   a. Higher adult education now deserves the attention of the highest administration and faculty levels
   b. Decisions to improve adult education programs must be accompanyed with resources and structures commensurate with the job
   c. The recommendations will only be as valuable as the attempts to implement them
3. Commitment
   a. Colleges include as a formal element of planning giving independent attention to adult and youth programs
   b. That colleges express their commitment clearly in aims and programs
   c. That colleges establish cooperative efforts to increase availability of educational resources and reduction of duplication
4. Structure
   a. That colleges survey present clientele, project data for 10 years and disseminate information to the institutional community
   b. That each institution formally review academic and administrative organizations and modify structures wherever it does not adquately meet student needs
   c. That state, regional, and national supporting agencies encourage program experimentation
5. Curriculum
   a. That colleges advocate the primacy of student needs in curriculum planning

b. That adult educators advocate and help establish mechanisms for educational guidance for adults

c. That adult educators advocate that institutions be more flexible with curricula, instructional methods, and meeting locations to better meet the needs of adults

d. That adult educators inform curriculum planners of successful experimental programs in adult education

6. Educational resources
   a. That adult educators take lead in designing and establishing cooperative activities that will give adults access to educational resources
   b. That adult educators plan and conduct community information plans about education opportunities
   c. That adult educators devise and conduct experimental programs
7. Technology
   a. Move deliberately in the development of new educational technology
   b. Initiate working relationships between adult educators and technological specialists
   c. Take lead in developing guidelines for the preparation of technology-based materials
8. Credit and degrees
   a. Stand firm for adult credit-free learning, credit programs, and balance between both
   b. Give youth and adults equal access to degrees and certification
9. Accreditation and licensure
   a. Involve accrediting and licensing agencies in the development of non-traditional programs
   b. That as part of continuing evaluation, the accrediting agencies review adult and continuing education programs
   c. Take steps to inform accrediting agencies of the nature of adult education programs
10. Quality
   a. Particular attention should be given to how each model program effects desired changes in students
   b. That professional associations (e.g., MLA) study the characteristics and academic needs of an increasingly diverse student clientele with a view twoard recommending program modifications
11. Faculty and administration
   a. Engage the faculties of all appropriate academic divisions in meeting needs of adult education
   b. Qualifications, performance standards, and rewards of continuing education faculty be commensurate with day facilities
   c. Adult education organizations identify, select, and reward people in college communities who may be available as adjunct faculty
12. Research
   a. Establish mechanisms to improve evaluation of adult education programs
   b. Improve the nature, scope, and timing of the collection of national data concerning adult students
   c. Adult education associations cooperate in forming guidelines for the collection of local and regional data on students
   d. Adult educators select and develop a number of data collection and contribution centers

   e. Administrators of conference centers study ways to expand use
   f. Undertake basic studies of the nature and processes of adult education
   g. Encourage the use of adult education programs as testing places for hypotheses in the social sciences

13. Costs
   a. That the American Council on Education establish a committee to devise and promulgate appropriate ways of funding adult education
   b. That colleges establish present allocation practices and make adjustments where necessary to equalize moneys for youth and adult programs

14. Adult education organizations
   a. Develop a strong, national representative body for providing information and advice to educational agencies and the public
   b. That academic institutions directly involved in adult education pay a substity to this national organization
   c. That the several adult education organizations develop a means to guarantee regular and effective communication

Anderson, William H. "A Comparison of the Adult Evening College Students and the Regular College Student," pp. 12-21. In Adult Part-Time Students: Individuals in Higher Education ed. by Jerrold I. Hirsch. Proceedings of an APGA convention workshop, March 26-30, 1972. Washington, D.C.: 59 pp. ERIC: ED 070 981.

1972 Carneigie Commission Report: Gives several sweeping recommendations that could enhance the lose with which adult students could continue their education:

1. Reducing time it takes a student to get a degree
2. Easier entry-exit proceedures
3. Greater use of open universities and external degree programs that would utilize the latest educational data

Finding a workable definition of the term "adult" has been a major obstacle; author defines the term: "An adult is an essentially self-sustaining and/or socially independent person, regardless of chronological age and he is regarded by society and self as fulfilling an adult role (p. 12)." Definition is adopted from Maslow.

The Ss of this study were residents of metropolitan Nashville and mid Tennessee who were enrolled for one or more courses at Nashville University during the fall quarter of the 1971-72 school year. All Ss were enrolled in college credit courses for either as degree candidates or for personal enrichment. Data for the study were collected during the fall 1971 registration (p. 13).

Instrument: The College Student Questionnaire, Part II, published by ETS (p. 13).

Scales on the College Student Questionnaire
   Liberals (L Scale)--political-economic-social value dimension

High scores--support organized labor, abolition of capital punishment

Low scores--opposition to welfare legislation, etc.

Social conscience (SC Scale)--moral concern about perceived social injustice and "institutionalized wrong-doing"

High scores--concern about poverty, juvenile crime, materialism, unethical business practices

Low scores--lack of concern or apathy about such matters

Cultural sophistication (CS Scale)--an authentic sensibility to ideas and art forms developed through knowledge and experience

High scores--report interest in or pleasure from such things as reading, modern art, poetry, classical music

Low scores--lack of cultivated sensibility in the general area of the humanities (p. 14)

Findings

1. There were no significant differences between the adult evening student and the general college student on the CS scale, the Satisfaction with Major Scale (SM), and the Satisfaction with Students Scale (SS).
2. The scales showing significant differences (using T-test with .01 level of significance) were: Family Independence (FI), Peer Independence (PI), Liberalism (L), Social Conscience (SC), Satisfaction with Faculty (SF), Satisfaction with Administration (SA), Study Habits (SH), and Extra Curricular Involvement (EI).
3. Not only were adult evening college students and the regular college students compared, but the male-female subgroups within both groups were compared. Only three significant differences appeared between these subgroups:
   a. Female part-time students scored significantly higher than the male part-time students on the PI scale.
   b. The male part-time student scored significantly higher than the female part-time student on the CS scale.
   c. The male part-time student scored significantly higher than the full-time female student on the SA scale (p. 15).

Bischof, Dr. Ledford J. "Adulthood," pp. 1-5. In Adult Part-Time Students: Individuals in Higher Education ed. by Jerrold I. Hirsch. Proceedings of an APGA convention workshop, March 26-30, 1972. Washington, D.C.: American College Personnel Association, March 28, 1972. 59 pp. ERIC: ED 070 981.

Terms

1. Irreversibility--There comes a period of time in the adult when one cannot reverse the processes or go back and undo a previous activity
2. Locked in a vocation--Many men find themselves locked into a vocation as they approach the middle years
3. Locked in a marriage--Two individuals having been married a long time, discover an incompatibility, but being unable to be separated or gain a divorce feel locked into their marriage
4. Middle class norms--Most theory research concerning adults 40-60 revolves around middle class, white individuals; thus full data on the very rich and very poor does not exist

5. Role comfort--Middle aged people usually can accept and solidify the roles they play in life. Also find greater satisfaction and skill in the roles they play. Newer roles are minimized.
6. Style of life--by middle age, apparently changes little
7. Critical periods--The value of past experiences and knowledge no longer compensates for deteriorating psychological and physiological skills (p. 2).

Author conducted research primarily on middle-aged women over the past eight years. Used approximately 500 women in the sample for this research (p. 4).

Findings

1. There appears to be some role confusion in mid-life in regard to marriage and parenthood
2. Many middle class Ss were very prone to over identify with structured life patterns continuing toward upward mobility
3. Persistent worries

Female	Male
Children	Family as a single unit
Husbands	Self and image
Parents	Parents as a unit
Selves	

4. Problem solving techniques

Female	Male
Solicit advice from every source then make up own mind	Strong sensitivity toward criticism from other men Only occasionally discuss problems with wife (p. 4)

Knowles, Malcolm. "Exploring the Strange World of Learning Theory," pp. 1-11. Chapter 1 in The Adult Learner: A Neglected Species. Houston: Gulf Publishing Co., 1973.

I. What is a Theory?
  A. A good theory about human learning should provide
    1. Explanation of phenomena
    2. Guidelines for action
    3. Assumptions about human nature, the purpose of education, and desirable values (p. 2).
  B. Defined by Webster's Dictionary (Intercollegiate)
    1. The analysis of a set of facts and their relation to one another
    2. General or abstract principles of a body of fact a science or an art
    3. A plausible or scientifically acceptable general principle or body of principles offered to explain a phenomena
    4. A hypothesis assumed for the sake of argument or investigation
    5. Abstract thought (p. 3)
    6. Learning theorists use all five definitions

C. Other explanations
  1. "Generally, we use the term theory in sense--to refer to any systematic ordering of ideas about the phenomena of a field of inquiry (p. 4)."
  2. Knowles' definition: "A theory is a comprehensive, coherent, and internally consistent system of ideas about the phenomena of a field of inquiry (p. 6)."

II. What is Learning?
  A. Cronback: "Learning is shown by a change in behavior as a result of experience (p. 7)."
  B. Behavioralists: Regard learning as a process through which behavior is changed, shaped, and controlled (p. 8).
  C. Competency development theorists (Bruner) see learning in terms of growth, development of competencies, and fulfillment of potential (p. 8).
  D. Carl Rogers: Learning has the quality of personal involvement, is self-initiated, is pervasive, is evaluated by the learner, and its essence is its meaning (p. 9-10).
  E. Maslow: Goal of learning is self-actualization--full use of talents, capacities, and potentialities (p. 10).
  F. Sidney Jourard--independent learning: Is not a task or problem, but a way to be in the world (p. 11).
  G. Gagne and others question whether learning can be defined as a single process. Gagne defines it in terms of five domains of learning process: motor skills, verbal information, intellectual skills, cognitive strategies, and attitudes (p. 12).
  H. Important to understand personal definition of learning, as it influences how one theorizes and implements learning processes (p. 12).

Knowles, Malcolm. "Theories of Learning Based on Studies of Animals and Children," pp. 12-28. Chapter 2 in *The Adult Learner: A Neglected Species*. Houston: Gulf Publishing Co., 1973.

I. Some comments on theories of learning
  A. The majority of theory production occurred in the first half of the twentieth century; whereas the bulk of interpretation has appeared since 1950 (p. 13).
  B. Types of theories (p. 16)
    1. Two major families: S-R and cognitive
      a. S-R: Thorndike, Pavlov, Gutherie, Skinner
      b. Cognitive: Tolman and classical Gestalt psychologists
    2. Six categories of theories (as suggested by McDonald) p. 16.
      a. Recapitulation (Hall)
      b. Connectionism (Thorndike)
      c. Pragmatism (Dewey)
      d. Gestalt and field theory (Ogden, Hartman, Lewis)
      e. Dynamic psychology (Freud)
      f. Functionalism (Judd)

3. Gage identifies three families: Conditioning, Modeling, and Cognitive (p. 16).

II. Mechanistic and organismic models
  A. Distinction between
    1. Mechanistic: The basic metaphor is the machine--results in a reactive, passive, empty-organism model of man in which activity is the result of external forces (p. 17).
    2. Organismic: Basic metaphor is the organism--represents the universe as a unitary, interactive, developing organism. The essence of the model is activity--an active organism model of man (p. 18).
  B. Theories based on the mechanistic model
    1. Thorndike (p. 19-)
      a. Completed the first US systematic investigations of learning (used animal subjects)
      b. Conceived of learners as empty organisms responding to stimuli randomly and automatically
      c. Specific R is connected to a specific S when rewarded
      d. Bond or connection: Association between sense impressions and impulses to activity--his theory sometimes called connectionism
      e. Was the original S-R theory of learning; provided the foundations for behavioral theories of learning
      f. Laws governing learning
        (1) Law of readiness
        (2) Law of exercise
        (3) Law of effect
    2. Ivan Pavlov (p. 20-21)
      a. Developed the concept of conditioned reflexes with components of reinforcement, extinction, generalization, and differentiation
      b. His system called classical conditioning to distinguish it from instrumental and operant conditioning
    3. John B. Watson (p. 21)
      a. Generally credited with being the father of behavioralism
      b. A science of psychology must be based on that which is overtly observable
    4. Edwin R. Gutherie (p. 21)
      a. Added the principle of contiguity of cue and response
      b. Law of learning: "A combination of stimuli which has accompanied a movement will on its recurrence tend to be followed by that movement (p. 21)."
      c. Scanning: the part played by the learner in screening the physical stimuli to which he might respond
    5. B.F. Skinner and associates: current educational technology of programmed instruction and teaching machines derrived from his work (p. 21)
    6. Clark L. Hull: Systematic behavioral theory based on a complicated "mathematico-deductive" theory (p. 21)

C. Theories based on an organismic model
  1. John Dewey (p. 23)
    a. Work is educational philosophy rather than theory, but has important theoretical implications
    b. Emphasized the role of interest and effort in a child's motivation
    c. His thoughts became the starting point for the later developed theories of *functionalism*
  2. Edward Toman (pp. 23-34): represents a bridge between the mechanistic and organismic models
    a. Theory behavioralistic in that be rejected introspection as a method for psychological science
    b. Saw behavior as purposive--i.e., regulated in accordance with objectively determined ends: called his theory *purposive behaviorism* (Hull called it sign learning)
  3. Gestalt theorists (pp. 24-25)--Wertheimer, Loffka, Kohler
    a. Broke most completely with behaviorism with the notion of *insight learning*
    b. Learner tends to organize perceptual field according to four laws
      (1) Law of proxmidity--close S patterns tend to be perceived as a group
      (2) Law of similarity and familiarity--objects simililar in shape etc. tend to be grouped in perception; familiarity with an object tends to facilitate the establishment of figure-ground patterns
      (3) Law of closure--learners try to achieve a satisfying end state of equilibrium
      (4) Law of continuation--perceptual organization occurs in such a manner that a straight line continues to appear as a straight line
    c. Often called field theory: proposes that the total pattern or field of forces determine learning
  4. Kurt Lewin and field theory (p. 25)
    a. Each individual exists in a life space in which many forces are operating
    b. Learning occurs as a result of change in the cognitive structures
      (1) Change in the structure of the cognitive field
      (2) Change in the internal need and motivation of the individual
    c. Felt success was a more potent motivating force than reward

III. Other theories
  A. Phenomenological psychology, perceptual psychology, humanistic psychology, third-froce psychology--all are the same thing essentially (p. 27)--are concerned with the study of the progressive development of the mind: see man as always seeking greater personal adequacy, therefore self-actualization is the motivating force
  B. Piaget and evolutionary stages of learning (p. 27)
    1. Formation of the symbolic or semiotic function (ages 2-7 or 8)

    2. Formation of concrete mental objects (ages 7 or 8-11 or 12)
    3. Formation of conceptual thought (11 or 12-adolescence)

C. Jerome Bruner (p. 28): Theory about the act of learning--occurs in three almost simultaneous processes
    1. Acquisition of new information
    2. Transformation: manipulating knowledge to fit new tasks
    3. Evaluation

D. Other new theories--neurophysiology, mathematical modeling, information processing and cybernetics, creativity, and ecological psychology (p. 28)

Knowles, Malcolm. "Theories of Learning Based on Studies of Adults," pp. 29-49. Chapter 3 in The Adult Learner: A Neglected Species. Houston: Gulf Publishing Co., 1973.

I. Contributions from psychotherapy
    A. Is the discipline that has contributed most to learning theory on the basis of work with adults (p. 29)
    B. Freud--saw man as a dynamic animal growing and developing "through the interaction of biological forces, goals, and purposes, conscious and unconscious drives, and environmental influences (p. 30)."
    C. Humanistic psychologists refer to selves as third force psychologists (p. 30)
    D. Maslow placed a special interest on the role of safety as a readiness condition for effective learning (p. 31)
    E. Carl Rogers: Developed a theory of personality and behavior evolved from the study of adults in therapy then applied these to education--led him to develop the concept of student-centered teaching as parallel with client-centered therapy; his theory based on five basic hypotheses
        1. "We cannot teach another person directly; we can only facilitate his learning (p. 32)."
        2. "A person learns significantly only those things which he perceives as being involved in the maintenance of, or enhancement of, the structure of self (p. 33)."
        3. "Experience which, if assimilated, would involve change in the organization of self tends to be resisted through denial or distortion of symbolization (p. 33)."
        4. "The structure and organization of self tends to become more rigid under threat . . . (p. 33)."
        5. "The educational situation which most effectively promotes significant learning is one in which (1) minimum, and (2) differentiated perception of the field is facilitated (p. 33)."
        6. Regards learning as a completely internal process, but is a natural, required life process (p. 34)

II. Contributions from adult education
    A. Howard McClusky (p. 34-35)
        1. Working up a theory of differential psychology of the adult potential
        2. Central concepts of margin, commitment, time perception, critical periods, and self concept

- B. Cyril O. Houle and Allen Tough (p. 35-39)
  - 1. House--sought why people engage in continuing education
    - a. Goal oriented learning--no even, continued flow of learning
    - b. Activity oriented learning--course-takers and group joiners
    - c. Learning oriented people--continuity and flow of continued education
  - 2. Tough's findings
    - a. Most everyone undertakes a minimum of one or two major learning projects a year
    - b. About 70% of projects are planned by the learner
    - c. Project phases--planning, deciding to begin, engagement in learning episodes

III. Progressively regressive education (pp. 41-43)

- A. Best educational procedures for helping people learn are used in early years and get worse as one ascends the educational ladder because from second grade on most forces deal with achieving rather than with learning
- B. The pedagogy millstone: Work from Greek and literally means the art or science of teaching children; therefore is inappropriate to speak of adult educational pedagogy

IV. Androgogy (pp. 43-49)

- A. Means the education of the man (not child)
- B. Recognizes that people's needs and capacity for learning to grow as they mature
- C. Assumptions
  - 1. Changes in self concept--as one matures, he becomes more independent
  - 2. Role of experience--increased experience with increased age leads to learning needing to have less emphasis on transmittal techniques and more emphasis on experential techniques
  - 3. Readiness to learn--as person matures, readiness to learn is decreasingly a product of biological development and increasingly a product of the developmental tasks required for ongoing life--readiness and timing of education must coincide with developmental tasks
  - 4. Orientation to learning--children subject-centered; adults problem-centered

Knowles, Malcolm. "Theories of Teaching," pp. 50-91. Chapter 4 in The Adult Learner: A Neglected Species. Houston: Gulf Publishing Co., 1973.

1. Principles of teaching from theories of learning
   - A. "While theories of learning deal with the ways in which an organism learns, theories of teaching deal with the ways in which a person influences an organism to learn (p. 50)."
   - B. Hilgard--identifies 20 principles of learning from S-R theory, cognitive theory, and motivation and personality theory (pp. 51-53)

1. S-R theory principles
    a. Learner should be active rather than passive
    b. Frequency of repition is important
    c. Reinforcement is important
    d. Importance of practice in various contexts shown by generalization and discrimination
    e. Novelty in behavior enhanced through imitation of models
    f. Drive is important in learning
    g. In the learning process, conflicts and frustrations inevitably rise
2. Cognitive theory principles
    a. Perceptual features seen by the learner are important conditions of learning
    b. Organization of knowledge should be an essential teacher concern
    c. Learning is culturally relative
    d. Cognitive feedback confirms correct knowledge
    e. Goal setting by the learner is important
    f. Divergent thinking leads to inventive problem solving and convergent thinking leads to logically correct answers
3. Motivation and personality theory principles
    a. Learner's abilities are important
    b. Postnatl development as important as heredity
    c. Learning is culturally relative
    d. Anxiety level determines effects of kinds of encouragements to learn
    e. The same situation may prompt appropriate motives for one learner and not for another
    f. Individual organization of motives and values is relevant
    g. Group atmosphere will affect satisfaction with the products of learning

II. Concepts of teaching derived from theories of learning of animals and children
  A. Thorndike: Teaching--the control of learning by the management of reward; manipulate learning situations so learner accepts the problem because of the rewards involved (p. 53)
  B. Gutherie (pp. 53-54)
    1. To encourage a particular behavior by discovering the cues leading to the behavior in question
    2. Use as many stimulus supports as possible to solicit desired behavior
  C. Skinner: "Teaching is simply the arrangements of reinforcement contingencies (p. 54)."
  D. Hull--development of habits and skills proceeds from the simple to the complex with a clear understanding of the stimuli and responses to be associated (p. 56)
  E. Tolman--teacher's task conceived with creating stimulus conditions so the learner can clearly perceive what leads to what and to understand the different ways in which a goal can be reached (p. 56)

F. Gestalt--teacher's task essentially to help individuals see significant relationships and to organize experiences into functional patterns (p. 56)
G. Gagne--functions of the instructional situation (pp. 58-61)
  1. Presenting the stimulus
  2. Directing attention
  3. Providing model for terminal performance
  4. Furnishing external prompts
  5. Guiding the direction of thinking
  6. Inducing transfer of knowledge
  7. Assessing learning attainments
  8. Providing feedback

III. Concepts of teaching derived from theories of learning of adults
  A. Carl Rogers: "Teaching . . . is a vastly over-rated function (p. 62)."
    1. Because man lives in a continually changing environment the aim of education must be the facilitation of learning
    2. Learning facilitators must possess certain attitudnal qualities
      a. Realness or genuineness
      b. Non-possessive caring
      c. Empathic understanding
  B. Maslow--would probably subscribe to Roger's theory, but place more emphasis on the teacher providing safety (p. 63)
  C. Tough sees teacher as an ideal helper with certain qualities
    1. Warm and loving
    2. Has confidence in the learner's ability
    3. Reasons for helping must be unselfish
    4. Is an open, growing person

IV. Concepts of teaching derived from theories of teaching (pp. 68-73)
  A. Dewey's system
    1. Key concept is experience--select and present experiences that live fruitfully and creatively in subsequent experiences
    2. Other concepts: democracy, continuity, interaction
    3. Is not the subject, per se, that is educative
  B. Teaching through inquiry--variously called the discovery method, inquiry method, self-directed learning or problem-solving learning (pp. 74-77)
    1. Jerome Bruner
      a. Difference between expository and hypothetical learning
        (1) Expository: decisions principally determined by the teacher
        (2) Hypothetical: Teacher and student in more cooperative position
    2. Postman and Weingartner: observable behaviors in teaching using inquiry method
      a. Teacher rarely tells students what he thinks they should know
      b. Questioning is the basic mode of discourse
      c. Does not accept a single statement as an answer to a question
      d. Encourages student-student interaction; avoids acting as a mediator or judge

e. Rarely summarizes student positions
f. Lessons develop from responses of students
g. Each lesson poses a problem to students
h. Success measured in terms of student behavioral changes

3. Cruchfield--four sets of skills involved in productive thinking (pp. 78-79)

a. Skills of problem discovery and formulation
b. Skill in organizing and processing problem information
c. Skill in idea generation
d. Skill in idea evaluation
*e. "The notion that the development of skills of inquiry should be a primary goal of youth education is the cornerstone of the concept of education as a lifelong process (p. 79)."

C. Teaching through modeling (pp. 79-81)

1. Albert Bandura: Social learning--teacher's basic technique is role modeling
2. Bandura's teaching considerations

a. Selection of well-defined objectives an essential aspect of any self-directed program of change
b. Contractual agreements used to promote self-controlling behaviors
c. Objective records of behavioral change used as an additional source of reinforcement
d. Frequency of engagement in activities can be regulated by altering stimulus conditions
e. Work toward progressive narrowing of stimulus control over behavior
f. Increases in desired behavior attempted gradually

D. Change theory (pp. 82-88)

1. Concerned with influencing the educative quality of total environments
2. Characteristics of an educative environment

a. Respect for personality
b. Participation in decision making
c. Freedom of expression
d. Mutuality of responsibility

3. Concerned with the planning of change and human relations training and the ethics of change agentry
4. Use of groups as instruments of individual and organizational change

E. Ecological psychology: concerned with effects of environmental settings on human behavior and constructing a theory of behavior settings (p. 89)

Knowles, Malcolm. "Applying Theories of Learning and Teaching to Human Resources Development," pp. 92-123. Chapter 5 in The Adult Learner: A Neglected Species. Houston: Gulf Publishing Co., 1973.

I. Considerations in selecting a theory
  A. Questions to ask
    1. How does a proposed theory fit one's organizational management policy (p. 93)
    2. How congruent is theory with organization's long range goals (p. 94)
  B. "Different theories of learning and teaching might be appropriate for different kinds of learning (p. 99)."
  C. Also must see theory within a larger theory of human relations development (p. 100)
  D. Eclecticism--risks ending up with a hodgepodge which fails to increase objectivity and leads nowhere (p. 101)

II. An andragogical model of human relations development (pp. 102-10)
  A. Is a process model rather than content model
  B. Teacher responsibilities
    1. Establish climate condusive to learning
    2. Create a mechanism for mutual planning
    3. Diagnose learning needs
    4. Formulate program objectives to satisfy needs
    5. Design a pattern of learning experiences
    6. Conduct learning experiences
    7. Evaluate learning outcomes; reassess learning needs
  C. Establish a condusive learning climate
    1. Provide for physical comforts
    2. Make a rich source of research materials readily available
    3. Human and interpersonal climate
      a. Reinforce desired behaviors
      b. Importance of a psychological climate of orderliness
      c. Respect for individual and cultural differences
      d. Control of anxiety levels--safe, caring environment
    4. Organizational climate
      a. Policy framework for human relations development
      b. Effect of management philosophy on program
      c. Organizational structure
      d. Reward system
    5. Climate setting the most important component of Knowles' androgogical model because if the climate is not condusive to learning, then all other elements in the process are jeopardized
  D. Creating a mechanism for mutual planning--learner should be actively involved in this process

III. Diagnosing learning needs (pp. 110-16)
  A. Need a model--can be constructed from data on the individual, the organization, and society
  B. The androgogical model assumes a high degree of responsibility on the part of adults; however, for the most part, adults have not yet learned to be self-directing inquirers--have been conditioned to be dependent on teachers--because of this might structure some preparory learning-to-learn activities

C. Quality of faculty resources the crucial factor in program operation
D. Evaluating the program--Donald Kirkpatrick's method
  1. Reaction evaluation: soliciting participant reactions while activity is taking place
  2. Learning evaluation--pretest and postest to measure learning
  3. Behavior evaluation--actual changes in learner behavior
  4. Results evaluation--effects on turnover, costs, efficiency, tardiness
  5. Rediagnosis of learning needs--will help learning become an ongoing process
  6. Use control groups whenever possible

Knowles, Malcolm. "Toward a Model of Lifelong Education," pp. 160-164. Appendix D in The Adult Learner: A Neglected Species. Houston: Gulf Publishing Co., 1973.

I. Introduction (pp. 160-61)
  A. Until first quarter of the twentieth century, the time span needed for major cultural changes was longer than the life span of individuals; therefore it was appropriate to define education as a process of transmittal of what is known.
  B. Now the time span for change is much shorter than the individual life span; therefore education must prepare individuals for a novelty of conditions
    1. Role of teacher must shift from transmitter of information to facilitator of self-directed inquiry
    2. Unfortunately, schools still by and large remain tied to the transmittal function

II. Competency development for life roles (pp. 161-64)
  A. Assumptions
    1. Purpose of education is the development of competencies to meet various life roles--need a taxonomy of these roles
    2. Primary purpose of schooling is to aid children in learning the skills of learning
    3. The organized educational curriculum will most effectively achieve the objectives of schooling if organized in a spiraling series of learning projects
  B. Will be no such thing as graduation; no such thing as adult education; will only be lifelong learning

Kreitlow, Burton W. "Research and Theory," pp. 137-49. Chapter 9 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Graduate programs in adult education expanded in the 1960's as a result of popular demand for adult education in order to deal with social problems--research took root as an adjunct to the graduate programs.

Where we are (pp. 139-43)
1. Positive developments
    a. National Opinion Research Center study: important data about motivation, data, and research
    b. Bruner and Associates study: overview of what has been and needs to be done
    c. Burton Kreitlow: relates adult education to other areas and proposes priority areas in research in adult education
    d. Harry Miller study: developing a conceptual framework for the examination of motivation and participation
    e. Ad Hoc Committee for the Study of Research in Adult Education
    f. Research Committee of the AEA: seeking to focus greater attention on research
    g. Evan R. Keisler, Committee on Learning and Educational Process of the Social Science Research Council: prepared a study of adult educational research
    h. New research arrangements in the U.S. Office of Education
2. Categories for research application
    a. Adult as an individual and a learner
    b. Adults responsive to social-cultural phenomena
    c. Adult education enterprise

How field reached its present research status (pp. 143-45)
1. 95% of all doctorates in adult education are still employed in adult education or related fields
2. Changing social atmosphere
3. Annual upward spiral of research seems to parallel the expansion of graduate programs
4. Federal government and foundations have teased along university research

New ideas about adult learning (pp. 145-47)
1. Socialization over the lifespan is of great concern to adult educators
2. "Research into the nature of adult learning has only recently provided a base for making operational judgments (p. 145)."
3. Adult instruction should be adjusted to what has become known about adult experiences

Miller, Harry G. and Robert L. Buser. Developing the Individual in the Adult Classroom. Carbondale, Ill: College of Education, Southern Illinois University. 1972. 9 pp. ERIC: ED 070 961.

Developed a self-instructional program (p., preface)
1. Students asked to work individually and in groups
2. Group size: recommended 8-15
3. Directions accompany each activity

4. Program divided into four major sections
    a. Role of adult education
    b. Techniques for building a positive self-image
    c. Self-application of techniques
    d. Behavioral adjustment
5. Instrument takes one hour to complete

Section I--role of adult education (p. 1-3)

1. Summary statement regarding rapid technological advancement, job obsolence, and need for adult education
2. Set of 10 statements which students are to indicate whether they are valid, partially valid or invalid--e.g., the primary purpose of adult education is gainful employment
3. Discuss responses and reach a group consensus on each item

Section II--techniques for building a positive self-image (p. 4-6)

1. Opening discussion of
    a. How modivation affects learning
    b. How to build a positive self-image--use
        (1) Positive comments
        (2) Comments which recognize and acknowledge but do not reward
        (3) Directions provide clarifying definitions of each of the three types of comments
2. Series of teacher responses presented and students must decide which of the three types of comments they are
3. Group discusses individual responses and reaches group concensus

Section III--self-application of techniques (p. 7-8)

1. Examples of possible student classroom statements given
2. Students asked to provide responses using the three types of positive responses
3. Group comes together, compares types of responses selected

Section IV--behavior adjustment (p. 9)

1. List three or more physical or verbal behaviors that student would like to change
2. As a group identify the three behaviors listed most frequently and discuss possible solutions

Niemi, John A. Communications with the So-Called Disadvantaged--Can We Find a Common Ground? 1972. 12 pp. ERIC: ED 069 747.

Prefers the term "culturally different" over disadvantaged because the latter has acquired pejorative connotations--explains that in the North American culture, "Culturally different" has its traditional meaning of referring to groups of people who share distinctive designs for living (p. 1).

Is concerned with rural poor and urban poor (p. 1).

Focuses on community problems with the culturally different (p. 2).

Defined "communication" as the process involving an exchange of meaning between the sender (Encoder) of a message and the receiver (Decoder)--includes verbal and non-verbal transmissions (p. 2).

Bases for differing perceptions of reality cause impedements to communication processes--e.g., different value systems and attitudes springing from social, economic, and other forces operating in the environment. Other impedements include differences in language and the extreme differences between the "hard core poor" and those trying to communicate with them (p. 4).

Implications of communication problems for adult educators planning programs for culturally different people

1. Must realize his own background and training are likely to give him different perceptions of reality than those of the adult learner--to avoid this, is essential to involve the target groups fully in the program planning process.
2. Must respect and understand the language of subgroups.
3. Should probably plan not to make head-on contact with the groups rather ought to seek out "sophisticated and knowledgeable insiders to assist him (p. 8)."
4. Should have empathy with the students, ". . . including patience with their fears and a sincere regard for their value systems and modes of communication (p. 8).
5. Must be aware of learner sensitivity to non-verbal clues (p. 8).

Marcus, Edward E. "Introduction," pp. 1-3. In Factors Affecting the Self Image of the Older-Aged Learner by Edward E. Marcus. Collection of four papers. February 14, 1973, 75 pp. ERIC: ED 070 957.

"Older-aged persons do not constitute a large segment of people enrolled in adult education course offerings, and there is no evidence that they are clamoring to get into them. Nevertheless, reason does exist for belief that the field will serve a somewhat larger number of persons in years to come (p. 1)."

Seems to be a reasonable hypothesis that general differences with respect to learning exist between early and later maturity because

1. "Society determines that later adulthood is, like adolescence a specifically identifiable period of human life."
2. "Social change and demands of the present era require that special stress be placed on the education of this age-group."
3. "Older persons probably have distinct types of learning difficulties."
4. "Motivation for formal learning undoubtedly undergoes considerable change during the life cycle (p. 2)."

Argues that "The most important aspect of the older-aged learner for the educator is his concept of himself, which is likely to have been 'changed' by the experience of coming to be regarded as 'old' with all the invidious concomitants of that idea in our culture (p. 3)."

[illegible]cus, Edward E. "The Educational Plight of Today's Elderly," May 8, 1972, [illegible]. 19-34. In Factors Affecting the Self Image of the Older-Aged Learner [illegible]dward E. Marcus. Collection of four papers. February 14, 1973. 7[illegible]. ERIC: ED 070 957.

"More than 70% of those who are 65 years of age and older have had no more than an eighth-grade education. Many have had much less. Seven per cent have had no schooling at all, and about a fifth are considered functional illiterates, constituting a third of the nation's population so classified (p. 20)."

Quotes Ecklund: "Though retired from his job, the healthy older person never retires from an intimate, uniquely human trait with which he has been blessed, a continued search for meaning and purposefulness in his life (p. 23)."

Reitterates McClusky's summary of long-range goals of education for older people:

1. Growth in fulfillment of life-time potential.
2. Development of abilities uniquely available in the later years.
3. Facilitating the service of the old as models for emulation and guidance of oncoming generations.
4. Acceptance by all of the desirability, legitimacy, and feasibility of these goals.
5. Promoting continued opportunity in life-long learning.
6. Provision of specialized programs to meet the particular needs of the old.
7. Delivery of educational programs to those who are non-participating and isolated from the mainstream of community services (p. 24).

deWolfe, Virginia and Patricia W. Lunneborg. Discriptive Information on Over-35 Undergraduate Students. University of Washington, Seattle: Bureau of Testing. December, 1972. 17 pp. ERIC: ED 072 745.

Report summarizes information about the 100 women and 53 men over 35 years of age who entered the University of Washington as undergraduates between Spring 1970 and Autumn, 1971. Information gathered through a biographic study completed at the same time as the Washington Pre-College Test (abstract).

High school background and early family life

1. The majority were high school graduates--with all women being graduates and eight men saying they got high school equivalencies.
2. High school GPA: Women quite superior to men

	Women	Men
Below 2.0	25.5%	40%
Above 3.0	52.1%	28.5%

3. Participated in two or more high school activities

Men	30.2%
Women	47.0%

4. Men and women had similar family backgrounds (p. 1).

General profile

1. Average age: Men--42; women--43
2. Veterans: Men--79%; women-- 3%
3. Financing education no problem to 41% of the sample; little significant difference between men and women
4. 99% said their health was good to average
5. Only four in the sample had had no college experience prior to the test date. Such experience was gained at four-year colleges for 55.8% of the men and 37.1% of the women
6. Three-fourths of the sample were juniors at test time
7. Most cited non-vocational reasons for coming to college; most often cited reasons were
   a. Improve self intellectually and personally
      Women--51.0%; men--37.7%
   b. To provide "insurance" in case need arises to support family
      Women--35%; men 11.3%
8. The majority of students were married or remarried
9. Source of income for education--While women were more dependent on their spouse for support, men were supported by full-time employment or savings or the G.I. Bill
10. Participation in community activities since high school
    Men--68%; women--89% (pp. 4-9).
11. 6 % of female students had husbands with a college or post graduate degree; and 86% of the husbands had at least some college; while only 31% of the wives had a college degree and 63.1% of the wives had some college work.
12. Females averaged more children (3) whereas 2.5 average for males (p. 9).

Academic profile

1. Majors

Men	Women
Business--37.7%	Humanities--39.0%
Humanities--20.8%	Pre-major--21.0%
Social Science--15.1%	Social Science--17.0%

2. In good adacemic standing at the University of Washington
   Women--86%; men--83%
3. University of Washington GPA

	Men	Women
Below 2.0	36.5%	28.0%
Above 3.0	27.0%	43.8%

4. Over 50% of each sex expected to go beyond the B.A. degree: Men--69%; women--54%
5. Expected length of time to receive degree

	Men	Women
One year or less	39%	13%
Two years	75%	54%
Three years	86%	83%

MINORITY GROUP EDUCATION

Berry, Jane and Rosalind K. Loring. "Continuing Education for Women," pp. 499-511. Chapter 30 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Programs for women have more than doubled in size and number during the past decade (p. 499).

Sociological and cultural factors relevant to programming for women (pp. 499-500)

1. Women's roles have changed dramatically during the past decade
2. Discontinuity of women's lives is apparent in their educational patterns
3. Educational attainment of women prior to marriage and child rearing higher than that of women of previous generations
4. Many women now convinced of the overwhelming value of education
5. Appropriate timing and location of programs necessary to accomodate diverse family patterns and varied schedules of women
6. Labor demands and shortages have led to some financial support of adult education for women
7. Almost every family desires a higher standard of living
8. Technological improvements have radically affected housekeeping
9. Increased emphasis on education for leisure
10. Women becoming increasingly concerned about themselves as individuals

Program goals (pp. 500-01)

1. Have tended to be broad and unfocused
2. Major emphases have been on
    a. Training or retraining in specific vocational and educational areas
    b. Personal enrichment
    c. Improving community leadership abilities
    d. Promoting better understanding of self and family
    e. Improvement/development of work and/or homemaking skills
    f. Para-professional training

Patterns of sponsorship (pp. 501-02)

1. Continuing education programs sponsored by special divisions or extension divisions of colleges
2. Joint community sponsored programs for women--broad and specific
3. A few private, commercial programs

Program development (pp. 503-06)

1. Need to locate competent personnel to staff programs
2. Women seem to prefer concentrated periods of time to be scheduled for classes
3. Credit courses have played a relative small role, but change is being encouraged in this area
4. Need a wide range of supportative services
   a. Counseling
   b. Scholarship funds
   c. Consultative services
5. Sufficient funding for programs usually nonexistent

Clientele and promotion (pp. 506-07)

1. Number of women in programs is increasing all over the country
2. Women tend to enroll on the recommendation of former participants

Resources (pp. 507-09)

1. Assistance often requrested from the Women's Bureau, U.S. Department of Labor--provide printed materials, speakers, continuing information, special projects
2. State Advisory Commissions on the Status of Women
3. Women's Organizations
4. Self-help groups
5. Local libraries

Further needs (pp. 509-510)

1. Being able to employ a counselor for women on the continuing education staff of colleges
2. More extensive ecaluation of on-going programs
3. Careful examination of the researchers' qualifications
4. Maintenance of better records
5. More certification-type programs
6. Local information clearinghouses
7. More educational opportunities for women seeking high occupational levels
8. More information concerning the effectiveness of university extension programs

Byas, Dr. William. "Sociological Impacts of Education on Adult Minorities," pp. 6-7. In Adult Part-Time Students; Individuals in Higher Education ed. by Jerrold I. Hirsch. Proceedings of an APGA convention workshop, March 26-30, 1972. Washington, D.C.: American College Personnel Association, March 28, 1972. 59 pp. ERIC: ED 070 981.

"The exposure to higher educational opportunities for adult minorities (Black, Chicano, Native American) often gives them a greater awareness and puts them into position to reap the benefits of the following institutions:

1. Economics
2. Politics
3. Housing
4. Education (p. 6)."

The four issues are intricately related.

Economics: ". . . economics is the chief motivating agent for minorities getting involved in education at the adult level (because) It is economics which determines our political structure (p. 6)."

Politics: Adult education should work toward unlocking minorities' minds to the extent that they can easily see that the political structure of this nation has more influence on them than all other institutions combined (p. 6).

Housing: "It has been proven that our neighborhood determines the type of schools that our kids are exposed to. This issue of schools is one which adult minorities must be highly concerned with if their exposure to higher education will really mean something to them (p. 7)."

Davis, Earl E., Warren A. French, and Rudolph L. Kagerer. "Training Black Entreprenuers," Adult Leadership, 22 (March, 1974), 304-309.

Efforts to assist businessmen (p. 304-305)

1. Pre-business training programs--trained in skills and assisted in starting a business
2. Post-business operations--consultation available for minorities to overcome their problems; most programs have been of this type
3. Article focused on the training phase--joint effort between the College of Business, University of Georgia in participation with the Athens Model Cities program to develop a pre-business training program for minority businessmen

Training stages (in proposal)--(p. 305)

1. General philosophy of flexibility and a focus on specifics
2. Stages
    a. Preparation--selection of a business opportunity and planning for it
    b. Formal instruction
        (1) Achievement training
        (2) Training in business management
        (3) Training methods
            (a) Modular units--e.g., accounting, marketing
            (b) Use of self-instruction, particularly programmed tests
            (c) Predominant instruction--small groups and in one to one tutoring
            (d) Problem oriented instruction--using seminars and workshops
            (e) Emphasis on informal training--retreats, case studies, business games
3. Use on the job instruction
4. Follow-up training

Proposal implementation and evaluation (p. 305-08)

1. Began in June, 1971 with 15 participants; only 5 trainees completed the program with only one successful in business
2. Proposal for implementing formal instruction stage
    a. Provide participants with an understanding of the small business environment
    b. Train participants in the use of small business tools
        (1) Accounting curriculum
        (2) Management curriculum
        (3) Marketing curriculum
3. Degree to which the four training stages met expectations
    a. Preparation stage--included assistance in business planning--major problem was the inability or unwillingness of graduate assistants to perform required tasks adequately
    b. Formal instruction methods--times when the foremat seemed to work in opposition to the philosophical guidelines of flexibility and meeting individual needs
        (1) Modular units--modular blocks of 20 hours to be assigned in three study areas; did permit flexibility in scheduling but sometimes at the cost of sacrificing adequate coverage or integral flow of subject matter
        (2) Self-instruction--difficult to find suitable books for the students in the program as most books focused on abstractions rather than principles--use of this method proved unsatisfactory
        (3) Small groups--very positive results but extremely demanding on instructor's time
        (4) Problem oriented sessions--student reaction to this section very positive; problem in keeping students attention whose problems were not being discussed at a particular time
        (5) Informal training--used
        (6) Retreat--deemed impossible because of time constraints
        (7) Case studies--used only in management training
    c. On the job training--internship program was not implemented because of financial and time constraints--should not have been neglected
    d. Follow-up training--failed largely because of disorganization

Program assessment (p. 308)

1. Goal attainment in training--problem of evaluating instructional effectiveness compounded by failure to determine initial compentency levels and of defining the total system within which the new businessmen would operate
2. Faculty program assessment
    a. Business success would demand more commitment of the trainee's time
    b. Success requires motivation, understanding of functional business aspects, potentially profitable undertaking, strong financial backing--majority of participants deficient in at least two criteria
    c. Achievement of functional use of business tools--success indeterminate; trainees tended to fear numerical calculations
    d. Only one participant entered business and the follow-up guidance not good for him

3. Participant's assessment (p. 308-09)
    a. Several thought they would get a stipend while in program
    b. Felt training portion should not have existed in a vacuum
    c. Were not critical of the formal training

Summary and conclusions (p. 309)
1. The primary community goal of training and placing businessmen was not fulfilled by the program
2. The development of a pre-business curriculum for minority groups could not be evaluated
3. Program succumbed because of lack of managerial expertise and financial resources--the same reasons that most business fail

Nesbitt, Charles. "Designing Relevant Programs for Urban Black Adults," Adult Leadership, 22 (January, 1974), 249-52.

Introduction (p. 249)
1. Specific emphasis must be placed on the development of programs for adult learners
2. Are the professionally trained people equiped to provide relevant programs in Black, urban America?
3. Adult educators and agencies need to establish a set of criteria for developing ABE programs for Black urban adults

ABE program characteristics (p. 249)
1. The designed programs are based on middle-class American concepts of education
2. Too many ABE programs hold up White, middle-class values to the Blacks as reasons why they should succeed in their educational endeavor
3. ABE programs should be individually designed for the clientele they are to serve--the prospective adult learner must be included in every phase of program planning and evaluation

Author conducted study to learn from three groups of experts their consensus about the structure of ABE programs for Black urban America (p. 250-51)
1. Experts (nine total)
    a. Group A--Black urban ABE participants
    b. Group B--Black professional people from local, state, and national levels of government
    c. Group C--professional adult educators drawn from the Commission of the Professors of Adult Education
2. Results
    a. Blacks defined as functional illiterates reason as well as the so-called educated
    b. Most needed criteria for the development of relevant ABE programs
        (1) Curriculum must reflect the education and age levels of the geographic area involved
        (2) Course of study should provide employment skills
        (3) Existing values of the community must be considered

(4) Personal esteem must be built through adequate rewards and reinforcement

(5) Realistic recruitment must be continuous using participants as recruiters

(6) Multiple, modern learning facilities should be built

(7) Teacher training to foster sincere concern for Black ABE students

(8) Structured verbal techniques developed to enable adults to teach each other

(9) Staff should be Black

(10) Participants part of program from inception to evaluation

(11) Differential staffing a must: professional to volunteer

(12) Planning should be on an interdependent basis with existing ABE agencies

THE ELDERLY

Marcus, Edward E. "Educational Interests of the Elderly as Motives to Seek Out Organized Instruction," June 8, 1972, pp. 57-74. In Factors Affecting the Self Image of the Older-Aged Learner, by Edward E. Marcus. Collection of four papers. February 14, 1973. 75 pp. ERIC: ED 070 957.

A problem with the term "Interests:" Historically, the term "interests" has been used to refer to

1. Some aspect of all forms of motivation.
2. Special forms of motivation.
3. The place of interests in personality and ego structure.

Crites listed six theories about interests:

1. That they are learned.
2. That they are adjustment modes.
3. That they are an aspect of personality.
4. That they are an expression of the self-concept.
5. That they are motives.
6. That they are multiply-determined (p. 60).

"Many authorities appear to feel that the transition from middle age to so-called retirement years brings a shift from interests of an instrumental type to those that are more expressive in nature. But an interest that impels one to seek to acquire education as a means to fulfill the interest has an instrumental thrust (p. 61)."

"There is little evidence that any significant number of older persons is impelled to seek out education. . . . Yet, a major current emphasis in social gerontology is upon education (p. 61)."

"Studies of the vocational and leisure-time interests of adults do not throw much light on their educational interests. . . . Similarly, a recalled interest is an unsatisfactory indicator of educational interest. That is most unfortunate, since practically the only empirical studies of the interests of the elderly relate to their use of leisure time (p. 61)."

Found few studies, all of which were less than satisfactory on the educational interests of the old as contrasted with claims of educators concerning what older people "need" (p. 63).

Questions whether any study of interests operationally defined as "a response of liking" could convery any information beyond what people say they like or dislike. "If the concept of interests has not been thoroughly thought though empirical infestigation of the subject probably would reveal little about effective motivation (p. 67)."

"Probably all practioners of adult education proceed . . . to obtain information about the interests of adults by asking the individual. I have no objection to that; surely only the individual knows best what motivates him. But the persons who come within reach of adult educational institutions, who get their interests counted, are a select group: they are already impelled to seek out education (p. 68)."

Studies of free time availability and changing time perspectives also can be applicable for planners of adult education (p. 70).

Notes that Havinghurse and Feigenbaum have concluded that ". . . personality more than situation, determines leisure style. Successful leisure patterns tend to be autonomous, creative, instrumental, vital, and ego integrative, whether community centered or home centered (p. 72)."

Morkert, Carpenter E. "Pre-retirement Education: A Community Responsibility," *Adult Leadership*, 22 (January, 1974), 233-35.

Some effects of early retirement talk (p. 233)

1. Many middle-aged individuals feel increased stress when their organizations begin becoming involved in pre-retirement planning
2. Retirement talk can be physically painful to many people
3. University of Oregon study--found 9 out of 10 who retired early would do so again
4. Tofler: "Any signs of overzealousness in 'talking-up' a pre-retirement education program may just as likely be interpreted as 'talking-down' or demeaning the employee's worth (p. 233)."
5. Many people want to work; besides few pension plans provide sufficient income

Confused "Progress" (p. 234-35)

1. Often the idea that progress means change becomes twisted with the perception that change means progress
2. "Middle age is especially vulnerable to the vicissitudes of the labor market (p. 234)."
3. "What was generally considered to be a well-intentioned interest by organizations in educating employees for retirement (and may still be) is now becoming vaguely suspect (p. 243)."

Into community hands (p. 235)

1. There has been evidence that the community college is the rightful place for pre-retirement programs
2. Author's study of a program in Iowa City revealed that attendees prefered night classes away from their places of employment
3. Courses have covered psychology of retirement, health, nutrition, housing, investing for retirement, estate planning, and money management

4. When an organization develops pre-retirement programs, a delicate balance in communication arises
5. "Paternalistic pressures in urging early good-byes seem to increase as one gets closer to the end of his career journey. And when a 50-year-old is identified for retirement education, the gesture takes on a special meeting . . . (p. 235)."
6. Recommends
   a. Company sponsored pre-retirement programs negotiated with the community colleges
   b. Use of older adult counselors in community colleges to assist companys in devising such plans

Scott, Frances G. "Innovative Educational Opportunities for the Elderly," Adult Leadership, 22 (April, 1974), 337-43.

Report prepared for the Annual Conference of the AEA of the USA, Section on Aging--discusses programs at the University of Oregon

Recommendation: "For older persons to participate in educational programs, agencies, organizations, and government must provide incentives. These incentives should be aimed at eliminating specific barriers to the availability and accessibility of educational services for older persons including transportation, free attendance, subsistence, auditing privileges, relaxed admission requirements, flexible hours, convenient locations, subsidies to sponsors, removal of legal barriers (p. 337)."

The older adult as "Teacher-Learner" (p. 337-42)
1. View senior citizen not as learner but teacher--enable university students to have a close interpersonal relationship with a normal elderly person who was not a relative
2. Positive approach because
   a. Asking the older person to campus to learn something implies that there is something he needs to learn
   b. Role of student often difficult for elderly people to integrate into their self-concepts
3. Examples of learning situations using senior expertise
   a. Psychology of aging seminar
      (1) Class meets off-campus to make it easier on the elderly consultants
      (2) Every student paired with an elderly consultant for the semester
      (3) The experience evaluated very positively by students and the elderly
   b. Education for retirement years--summer workshop
      (1) Purposes--teach university students
         (a) Some general gerontology
         (b) Increase awareness and ability to use community services for the education of the elderly
         (c) Provide a model of a post-retirement planning program

- (2) Senior citizens involved in the program as consultants, panel members, demonstration groups
- (3) Have learner that "The best way to interest mature and senior adults in learning is to present a service which has helped their friends. . . . If your program is successful, it will become popular (p. 340)."
- (4) Are hoping to expand this program into an in-service program for all University of Oregon classified staff over 60

c. Field placement experiences
- (1) For university students
- (2) Examples--working in a cooperative food market, senior citizen centers, working at a local tavern where senior citizens gather

Expansion of higher education programs for the elderly (p. 343-43)

1. Useful principles
   - a. "Ask the senior to perform in a role which he finds acceptable (p. 343)."
   - b. "Do not imply that the senior should do further skills or ought to allievate skill deficits or should be interested in new learning (p. 343)."
   - c. "Put control of participation in the teaching-learning situation in the hands of the elder (p. 343)."
   - d. "The best way to interest mature and senior adults in learning is to present an educational service which has helped their friends (p. 343)."
   - e. "Establish a structured method for insuring that senior scholars and university youth meet each other in situations that will enhance their joint participation in 'teching-learning (p. 343).'"
2. Are currently planning a mature and senior scholar program at the University of Oregon

INTERNATIONAL PROGRAMS

Liveright, A.A. and John Ohliger. "The International Dimension," pp. 45-57. Chapter 3 in *Handbook of Adult Education* edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

I. Introduction (pp. 45-49)
  A. Adult education assuming an increasingly international dimension
  B. Factors inhibiting growth of international adult education
    1 Has been slow to emerge as a legitimate area of university study
    2. Has been developing in so many different ways in different countries that is difficult to make comparisions
  C. In underdeveloped countries, has been used as a major means of eliminating illiteracy
  D. An international definition (p. 47-48)
    1. Potentially acceptable: "Adult education is a process whereby persons . . . undertake sequential and organizatized activities with the conscious intention of bring about changes in information, knowledge, understanding or skills, appreciation and attitudes; or for the purpose of identifying and solving personal and community problems (p. 47)."
    2. Adult: is a person who no longer attends school full time and is over 21
    3. Concept of *education permanente*--lifelong integrated education with a concept of a planned, integrated educational system

II. International organizations and conferences (pp. 49-53)
  A. The growing number of organizations and conferences is the most promising development on the international scene with UNESCO being perhaps the most prominant
  B. Specialized organizations: the three international labor organizations have adult educational programs; also the International Conference of University Adult Educators
  C. Regional Associations
  D. Foreign travel by adult educators both to and from U.S.
  E. Promoting international understanding
    1. Comparative adult education courses on a graduate level
    2. International adult education--American foundation support for adult education overseas--e.g., Carnegie Foundation, Peace Corps, churches

III. Conclusions and recommendations (pp. 54-55)

  A. Programs are not as organized as they should be
  B. Should expand as the two major associations concerned with adult education--International Congress of University Adult Education and the Adult Education Committee of the World Confederation of Organizations of the Teaching Profession
  C. Need closer ties between the various regional adult educational organizations around the world
  D. More efficiently distribute adult educational programs on an international level
  E. Wider national participation in international adult educational conferences
  F. Greater participation of U.S. adult educators in overseas conferences
  G. More overseas exchanges
  H. Expand the ERIC adult education research and clearinghouse program

Sheats, June Dow. "Always on Sundays," Adult Leadership, 22 (January, 1974), 231-32.

Article is about an open air school which meets every Sunday in Chapultepec Park in Mexico City

1. 168 faculty members teach in the school (p. 231)
2. Is an experimental program launched in 1965
3. 42 subjects currently being taught to adults and youth
4. The fee is either zero or three pesos (24¢)
5. Two-pronged reason for the inception of the school
    a. Educate parents and provide simultaneous studies for the whole family
    b. Help women gain homemaking and income-earning skills
6. The teacher-learner role is flexible and interchangeable
7. The basic orientation is to nature

Financing and administration (p. 231-32)

1. Sponsored by a widower of a lawyer, Profesora Abad Guerrero; no outside support
2. Four similar schools lauched in outlying Mexico City and a fifth being planned in Puebla
3. School is non-profit and profit-free
4. Government has wanted to lend support, Guerrero says no because "Bureaucrats in any land bring bureaucracy and can skew the learning experience (p. 231)."
5. Eschews publicity; relies on word-of-mouth

Some motivations (p. 323)

1. Improves ability to earn a living
2. Self-improvement

Typical enrollee (p. 232)

1. Acts as a re-entry port for adults who want to continue their education
2. Many cannot satisfy educational needs just on Sunday, so enroll in regular schools

Easing the transition (p. 232)

1. Classes perform an enculturation function
2. Invited families to study and play together

UNESCO. *Adult Education in the Context of Lifelong Learning*. Basic working paper for the Third International Conference on Adult Education. Paris, France. July 25- August 7, 1972. Paper dated April 28, 1972. 35 pp. ERIC: ED 068 761.

The paper basically reviews the main results of the 1960 Montreal conference.

Adult education is one of the key areas of lifelong learning as an educational activity ". . . and, by its very nature, is firmly rooted in the manifold realities of life and is essentially concerned with man in his environment; without claiming it as a sort of panacea for every ill, one cannot deny that it is a particularly important factor in the broadening and democratization of access to education (p. 6)."

"But the broadening of access to education does not mean simply providing, side by side with the existing school system educational facilities for adults who have had no schooling; it means devising structures that will do away with the frontiers separating formal education from informal education. It means recognizing the need for a life-long education that will *teach people how to learn* and make it possible for them to supplement and renew their store of knowledge throughout the course of their life (p. 6)."

Latest statistics have indicated that out of a total member nation population estimated at 2,287 million, 783 million are still illiterate (p. 6).

Notes that among significant trends in the provision of programs in adult education, six have been especially noteworthy:

1. The introduction of functional literacy programs.
2. Increases in the number of programs for rural populations.
3. Training and retraining courses for labor and managerial personnel.
4. Popular education.
5. The education of women.
6. To a certain extent, the education of unschooled or insufficently schooled youth (p. 8).

Regarding education as a continuing activity clearly entails far reaching consequences--requires a rethinking of the function of the school and university in their traditional forms (p. 8).

In several member states more than 25% of the adult population is actively engaged in organized learning activities during any one year (p. 9).

"The participation of non-government organizations in developing adult education has been one of the main features of the recent past (p. 9)."

"Many Member States have established centres especially designed for the use of adults. These centres are broadly of two kinds: (a) those which provide general community and cultural facilities, including educational programs, and (b) those which exist solely to provide educational programs (p. 9)."

"Within the context of life-long education, the necessity of which has been universally acknowledged, adult education has been increasingly concerned, to foster the development of the individual's productive capacity by training and refresher-training courses, to contribute to the development of human relations and to the respect of human rights, and to assert the ideas of peace and international understanding (p. 11)."

Continuing problems

1. Adult education is still all too often inefficiently geared to (a) economic and social development priorities, (b) efforts to improve the material and cultural life of individuals and society, (c) democratization of education of societies.
2. The fact that the general acceptance of lifelong education has not resulted in substantial reforms of formal education has hindered the development of adult education.
3. Adult education has largely remained the concern of educators and has not been made the subject of systematic and pluridisciplinary investigation and practice.
4. The number of those who have benefitted from adult education has not been sufficent, nor have they participated to a significant extent in the conception, administration and application of the teaching designed for them.
5. Despite significant advances in respect of literacy work, the absolute number of illiterates has continued to increase.
6. Development and modernization programs rarely contain an adult education component.
7. International aid and cooperation have been inadequate (p. 12).

Priorities for adult education

1. Democratization of education.
2. Become as functional as possible.
3. Eliminate distinctions between "men's" and "women's" education.
4. Contribute to the regeneration of education as a whole.
5. More definite, diversified, and intensive adult participation in their own education.
6. Get public schools to encourage lifelong learning.
7. A good pre-primary education is the only way of insuring the success of all subsequent education.

8. Main organizations grouping people take a more active role in promoting adult education--e.g., universities (p. 16).
9. To better meet the needs of diverse situations, much more decenteralization of administrative functions would seem to be necessary (p. 21).

NOTE: "It has been estimated that in certain highly industrialized countries, notably in the U.S.A. and the U.S.S.R., the total resources, physical, financial and human, allocated to educational activities for adults are nearly equal to the total spent on the formal school system. On the other hand, in the marjority of Member States, the portion of the budget earmarked for adult education is negligible (p. 22)."

Financing adult education

1. The responsibility seems to be primarily, but not exclusively, to reside with the public sector.
2. Question: Should local communities, universities, businesses, neighborhoods, and representative organizations be required to finance adult education of their constituencies? (p. 22).

New approaches and techniques

1. Ecological approach--is based on a thorough knowledge of living and working environments (p. 24).
2. Adoption of modern media (p. 25).
3. Mobilization and training of staff required to expand adult education (p. 28).

FAMILY LIFE EDUCATION

Castille, Elsie H. and Etta Pearl Brew. "Teaching Family Life to Adults," Adult Leadership, 22 (February, 1974), 263-65.

Article describes family life education program in St. Martin Parish, Louisana (p. 263)

1. People (homemakers--175) receive monthly extension letter, and visits from a home agent and librarian four times a year
2. Educational attainment for the parish averages fourth grade level

Home Life aimed at many different audiences (p. 263-64)

1. Couples contemplating marriage
    a. Pre-marital courses conducted
    b. "Bridal packages" given to couple and their contents described
    c. Annual attendance of 150-200 people
2. Young marrieds
    a. Very receptive audience, eager to learn
    b. Do not like to meet in regular monthly groups, so conduct special interest groups
    c. Further assistance through educational literature, newsletters, workshops, clinics, and home visits
3. Pregnant women
    a. Groups meet twice a month with doctor and public health nurse
    b. Group generally lacks knowledge of basic health needs during pregnancy
    c. Make use of follow-up home visits
4. Working women
    a. 35.7% of the women in the parish are employed full-time, many others employed part-time
    b. Hard to meet in groups, so use bulletin racks set up in places of employment
    c. Some night groups of working mothers do meet
5. Fatherless families
    a. 69% of the families are fatherless with an average family size of 5-6 members
    b. Need for family planning a necessity
6. Elderly
    a. 6.6% of homemakers are over 65
    b. Have monthly meetings with home agent
    c. Enjoy demonstrations on food and nutrition

7. Housing projects
    a. Counsel with parents about their children's needs
    b. Volunteer leaders provide programs on maintenance of their new living accommodations
8. Federally funded programs
    a. Parish has been awarded government funds
    b. Bi-lingual groups and schools established (French)
    c. Parent-advisory group established
    d. Meeting with Headstart parents
9. Other groups
    a. Food stamp recipients
    b. FHA clients
    c. Home demonstration club work
    d. Expanded foods and nutrition program

Hendrickson, Norejean and Andrew Hendrickson. "Education for Family Life," pp. 439-55. Chapter 26 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

In urban society, family patterns tend to break down (p. 440). Complex society deemphasized the family even though the family is the oldest social institution. "How the family survives depends on our wisdom (p. 441)."

Definitions and terminology
1. "In its early days parent education was an excellent example of an American folk movement. . . . Parent education had two qualities. It was geared to parents and it was voluntary (p. 441)."
2. The interest in parent education developed into a broader concern for family life education (p. 442).
3. Definition: "Education for family living is that branch of adult education which deals specifically with the values, principles and practices of family life. It has for its general objectives the enrichment of family experience through the more skillful participation of all family members in the life of the family group. Its offerings include learning opportunities for both sexes and all ages (p. 442)."
4. Is a multi-professional area including the disciplines of home economics, social work, law, psychology etc. (p. 443)

Research and practice
1. In California, courses in parent education are part of the general adult education program (p. 445)
2. Co-op Extension: have made the most systematic efforts in family life education at the state level (p. 446)
3. Antipoverty programs: reaching parents caught up in the poverty syndrome is a new experience (p. 446)

4. Local communities (p. 447)
    a. E.g., in Denver--local boards of education employ teachers to work with parents of pre-school children
    b. Programs for low income families being instituted through public school home economic programs
5. Voluntary organizations (pp. 447-48)
    a. National Congress of Parents and Teachers
    b. State PTA Congresses

Methods and resources (pp. 449-50)

1. According to Auerbach and Brim, mass media, counseling, and group discussion are the three basic methods in parent education
2. Greatest limitation of the group discussion method is the shortage of trained leaders

Problems and issues (pp. 452-53)

1. Logistics: how to produce better leaders and materials and make both more available
2. Determining which organizations should serve which groups and under what circumstances
3. Lack of organization and focus in the field

LEADERSHIP AND STAFF DEVELOPMENT

Godsell, David R. "Adult Leadership and Conflict Resolution," Adult Leadership, 22 (January, 1974), 236-38.

Role of the supervisor (p. 236)
1. Must have a positive self-image
2. Must never "teach down"
3. Must regulate group so members do not damage each other's self-concepts
4. Must resolve conflicts whether between self and group members or among group members

Conflict resolution (p. 236)
1. Traditional methods
    a. Leader in authoritarian role taking strong, dominant actions--leaves the adult learner with a feeling of inferiority
    b. Either ignore conflicts or turn to the policy manual
2. Important to realize that conflict is a fundamental ingredient of change "Therefore the way conflict is managed rather than suppressed or ignored will bear directly on the improvement of adult educational methodology (p. 236)."

Techniques of conflict resolution: Burke (p. 236-37)
1. Withdraw: is easier to avoid conflict than risk losing or being wrong
2. Smooth: important to down play issues that might lead to disagreement
3. Compromise: bargining yields an intermediate position
4. Force: outcomes depend on the relative power held by conflicting parties
5. Confront: open exchange and discussion permits both parties to win
6. Burke found no correlation between compromise and the dimensions of superior-subordinate relationships; also found that Withdraw, Smooth, and Force were negatively related. Only Confront always yeilded a positive relationship
7. Adult educators can learn from such as
    a. Recognition that change is fundamental to the educational process and conflict as being a healthful element of education
    b. An essential part of their role is to manage conflict through confrontation

Adult educators must understand the dynamics of conflict resolution (p. 237)
1. "All parties approach a confrontation with selective perceptions (p. 237)."
2. Usually a certain amount of distrust among participants
3. Educator must rise above his own selective perception to clarify the whole situation

4. Educator may initiate conflict, may be the defendant, or may be the conciliator
5. As an initiator--can serve as an agent for change
    a. Timing important
    b. Sticking points
    c. Failure of an initiative may occur
    d. Overt behavior can stifle influence
6. Defender--how well the educator performs this role will set the tone of group respect for him
    a. Conflict initiated by others should be regarded as an opportunity
    b. Poise is essential
    c. Defensive confrontation: plan ahead and have alternate plans
    d. Must be no sign of defense--must trust group members so they will trust him; simply require that the issue be defined
    e. Admit when you are wrong
7. Conciliator--must resist temptation to let things work out for themselves; rarely do
    a. Supervisor: do not take sides in the issue
    b. Help participants see that a solution exists
    c. Objectivity and coolness are requisites
    d. Participants may be surprised at how much they actually do agree
    e. "The goal of winning should be replaced by the goal of problem solving (p. 238)."

"Conflict management techniques are learning techniques for the supervisor who recognizes that the concept of change includes himself (p. 238)."

Griffin, Virginia R. "Alternative Philosophical Positions," pp. 1-9 in Thinking About a Graduate Program in Adult Education. Toronto: Ontario Institute for Studies in Education. August, 1971. ERIC: ED 067 527.

Can assume either one of two philosophies at either end of the educational continum to run an adult education graduate program or may choose a pluralistic philosophy--in order to choose which one, need to compare the philosophies on a set of common dimensions (p. 2-7)

1. The predominant value
2. Kinds of learning thought to be most valuable
3. Concept of graduate study
4. Justification for existence of a department of adult education
5. Belief regarding student ability to identify own learning goals
6. Belief regarding student ability to plan own learning experiences
7. Belief regarding student ability to evaluate own learning experiences
8. Conception of competencies most needed by graduates
9. Nature of curriculum
10. Basis for making curriculum decisions
11. Basis for selection of students
12. Optimum faculty-student ratio
13. Qualities required in faculty
14. Nature of general division function

15. Methods of advising thesis students
16. Requirements, standards for graduation
17. Who evaluates
18. Basis for forming priorities (in general)

Author placed these dimensions on a matrix with the three philosophical stances or positions

Choosing the pluralistic alternative (p. 8)

1. Perhaps is easiest choice because do not have to be bound by a singularistic philosophy
2. Also an easy choice because it is easiest to believe in
3. Although, this is the philosophy that leads to the greatest amount of ambiguity in programs

Houle, Cyril O. "The Educators of Adults," pp. 109-19. Chapter 7 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

Education of adults has no central instructional forms like K-12 (p. 110)

Leadership pyramid: divided into three levels (pp. 111-13)

1. Widespread base--lay leaders in a great variety of community settings
2. Smaller, but large group--people whose adult educational services is part of their jobs who accept supplemental employment in the field
3. Apex--people who have made adult education their career focus
4. Need to create a sense of common identity among those levels of the pyramid

Adult educational leadership: an analysis (pp. 113-15): Adult educators may be classified in terms of the functions they perform

1. Part-time and volunteer workers--concerned with direct guidance of learners
2. Design and promotion of the program--ability to use basic theory to develop sequential learning activities for adults
3. Administration of program--concerned with budgeting, staffing, organizing, controlling, and public interpretation
4. Advancement of adult education as a field--responsibility of professors and other adult educators and like professionals in the field

Training of leaders (pp. 115-19)

1. Often a trial and error process
2. Largest body of organized training occurs within the institutions which sponsor adult education programs
3. Some institutions have accepted staff training as a major institutional function--e.g., Cooperative Extension
4. More training materials becoming available
5. University as a trainer
    a. Is the major institution most often concerned with training adult educators

   b. Graduate study--much of what is known about adult education has been produced in graduate programs
   c. University departmental programs
   d. Courses in adult education being offered to those interested in the area as a supplement to their major career goals
   e. University-offered special training opportunities for part-time and volunteer workers
6. The leadership pyramid probably is not increasing in size, but is becoming more stable

Feeney, Helen M. "Volunteer and Professional: The Role of Adult Education," pp. 83-105. Chapter 4 in Priorities in Adult Education edited by David B. Rauch. New York: Macmillan Co., 1972.

"To work successfully with volunteers, certain skills and qualities are vital; sensitivity, thoughtfulness, interest and concern for people, the ability to listen and to identify with them, and a genuine respect for their skills and their strengths (p. 85)."

Building sound relationships (pp. 88-90)
1. First assignment should be simple enough to insure success
2. People work best in a friendly atmosphere and where their efforts are needed and appreciated
3. Need to see the relationship of their jobs with the total effort; should be able to feel the importance of their contribution
4. Will work best when opportunity exists to learn and grow
5. Recognition and reward prompt continued participation
6. Build sound relationship between volunteer and professional staff

Types of members (pp. 91-95)
1. Professional as a volunteer: may make the difference between an effective and indifferent program
2. Ad hoc consultant or advisor: work on a temporary basis
3. Board and committee member: often their public relations lead to successful programs
4. Direct service: those who give their time actually helping with the program
5. Membership volunteers: members of the organization entitled to a voice in the operation, may hold elective office

Supervision (pp. 96-97)
1. Approach it as an educational relationship rather than as a management responsibility
   a. Individual allowed to maintain personal integrity
   b. Individual given increased motivation to work on problem
   c. Individual may be offered specific help
2. Supervisor and supervisee both should be willing to change and grow

Acheiving effective service (p. 97)--remember that volunteer only performs a supportative function

Trends in volunteering for adult education

1. "Traditional" volunteers
2. Socially reformed individuals--former alcoholics or prisoners
3. Retired executives
4. Independently wealthy

Knopf, Norton B. Personal Growth and Professional Growth: Do the Chicken and the Egg Both Come First? Chicago, Ill.: Paper presented at the APGA meeting. March, 1972. 14 pp. ERIC: ED 066 694.

Educational Process used in the Vocational Counseling Institute (p. 1) Called "laboratory education"--a program which integrates the T-group method with other techniques such as lectures and group problem solving; is distinguished from other training methods by

1. The type of learning goals--the ultimate aims
    a. Promote spirit of inquiry
    b. Expand interpersonal consciousness
    c. Increase authenticity in interpersonal relations
    d. Increase ability to act in a collaborative and interdependent manner with peers, superiors, and subordinates
    e. Resolve conflict situations through problem solving
    f. Promote increased self-insight
    g. Increase sensitivity to behavior of others
    h. Increase awareness of group processes
    i. Heighten diagnostic skill in social, interpersonal, and intergroup situations
    j. Increase action skills--ability to intervene successfully in situations
    k. Learn how to learn
2. Processes used to focus on goals
    a. Continuously meeting groups that stay together for one year periods --meet bi-weekly
    b. Groups of 30 broken into three sections--meet on campus
    c. The groups--are leaderless; behavior in group the main topic of conversation; to act in supportative, non-evaluative way
    d. Problems with the groups
        (1) Trying to determine what really happened
        (2) Guaranteeing transfer of behaviors from group back home

Perceptions about the training program (p. 7)

1. Little that trainees could do to put knowledge gained into immediate action
2. Listening skills improved
3. Groups really wanted to deal with current issues
4. Were intolerant of observers

5. "The distinction between personal growth, and professional growth is probably an artificial one, for it seems that a wise personal decision has effects on the person in his home life and in his work life (p. 11)."

Was a training program for Employment Service counselors

Nadler, Leonard. "The Functioning of Boards and Committees in Adult Education," pp. 51-81. Chapter 3 in Priorities in Adult Education edited by David B. Rauch. New York: Macmillan Co., 1972.

Committees and boards are people, not just legal artifacts (p. 52)

Definitions (p. 52)
1. Board: a legally constituted body; essentially inflexible in terms of construction
2. Committee: more flexible, usually works within the framework of a board; are temporary arrangements

History (p. 53)
1. In 1950's, extensive use of committees and boards
2. In 1960's, committee inactivity and more emphasis on community action boards
3. In 1970's, committees again becoming a significant element of adult education

Committees (pp. 54-72)
1. Functional areas
    a. Activity committee: short life, established to accomplish a particular task
    b. Administrative committee: executive committee
    c. Coordinating committee: can serve internally or externally
    d. Dialogue group: provides members with opportunities to share ideas and feelings
    e. Judicial committee: concerned with legal or semi-legal events--hears grievances, reviews bi-laws
    f. Inspection committee: outside body that oversees efforts of an institution
    g. Program committees: related to ongoing aspects of the organization
    h. Study committee: group of individuals within an organization who come together to explore a particular topic--sometimes called learning group
2. Purpose (pp. 58-62)
    a. Should be established when there is a need
    b. Purpose should be clearly stated and understood
    c. Advisory: provide advice only
    d. Problem solving
    e. Fact finding: purpose of gathering particular information
    f. Decision-making: makes specific decisions regarding organizational activities
    g. Multipurpose committees: clearly state purpose and goals

3. Life cycle (pp. 62-70)
    a. Needs starting and stopping point
    b. Starts with identification of needs
    c. Starts with specific instructions from organization then should set goals
    d. Life expectancy should be stated
    e. Coordinate work with the large organization
    f. Try to define possible end product
    g. Activity sequence
        (1) Set goals
        (2) Task operation period
        (3) End report or project
4. Closure: "Feedback to the committee members about the results of their final report can be helpful for their own information and education (p. 72)."

Boards (pp. 73-74)
1. Operations: usually is a decision-making body which may use committees
2. Membership
    a. A matter that is legally decided
    b. Members usually elected by a process involving all members of the organization
3. The meeting: prepare for by sending materials to participants before the meeting

Scaggs, William F. and Curtis Ulmer (ed.). Guide to Adult Education Counseling. Englewood Cliffs, N.J.: Prentice-Hall, 1972. Prentice-Hall Adult Education Series. 48 pp.

I. Adult counseling as a learning process (pp. 7-10)
    A. "The process of adult counseling exists to help adults identify those behavior changes that are personally significant (p. 7)."
    B. Through new learning experiences, the adult may learn to view himself in slightly or profoundly different ways
    C. Human development
        1. Defined: Assisting people in their efforts to become more effective human beings
        2. Counseling services for adults have developed from the concern for furthering adult human development
        3. Counselors must see their role as supporting the learning process
    D. Counselor is a specialist in helping adults to become more effective learners
    E. Counselor must recognize the uniqueness of each adult

II. Assumptions about adult learning (pp. 10-15)
    A. View counseling as a learning process; therefore need to know how and why adults learn
    B. "Adults learn more effectively when accepted and valued as persons (p. 10)."
    C. "All human beings desire to see themselves and their behavior as having some meaning or significance (p. 10)."
    D. Imporant to start with the immediate concerns of the client

E. "Learning is more effective when directed toward an achievable goal (p. 11)."
F. "Learning is more effective with the adult can see opportunities for self enhancement (p. 11)."
G. ". . . needs, aptitudes and interests of adult learners vary greatly (p. 11)."
H. Counselor needs to have a knowledge of the adult learner's environment, as "Each person will interpret learning activities in terms of the context which has unique meaning for him (p. 12)."
I. Must believe in or accept adults as they are--to do so, must
   1. Be open
   2. Be non-judgmental
   3. Be supportative
   4. Be a deep listener and communicate well verbally and nonverbally
J. Emphasis on client-centered qualities of understanding, realness, and unconditional positive regard

III. Continued professional expansion (pp. 15-18)
   A. Adult counselors must possess professional knowledge and the necessary counseling skills
   B. Also must have a broad knowledge of human behavior--is basic to the counselor's knowledge of other areas of professional concern
   C. Must also have a knowledge of
      1. The adult learner
      2. Counseling techniques
      3. Educational tests and measurements
      4. Occupational information
      5. The communities in which the adult learners live
      6. Existing adult learning opportunities
      7. Referral agencies

IV. Adult counseling tasks (pp. 18-25)
   A. Setting objectives
      1. Goals should reflect the counselor's commitment to human development
      2. Are frequently stated in terms of services to be provided
      3. Should be frequently reviewed
   B. Informing adults about available opportunities--should be involved in the recruitment process
   C. Assisting adults in course selection--may assume a more directive role in the initial phases
   D. Provide leadership in insuring that the registration process is as uncomplicated as possible
   E. Aid adults in making appropriate educational and/or vocational plans
   F. Assist adults in finding resolutions to their personal problems
   G. Testing and test interpretation: must be sensitive to the feelings adults have about testing
   H. Dissiminating information--results of followups, pertinent information about students, exit interviews
   I. Evaluating the program--basic purpose is to find new ways to improve the program

V. The adult counselor and the adult education team (pp. 25-29)
   A. A team approach should maximize benefits to students
   B. Counseling must be concerned with the professional relationship with teachers--interest and empathy for the teachers must be genuine
   C. Should develop a sound, professional relationship with the supporting staff--should be familiar with the roles and specialities of these people and share insights about students with them
   D. The counselor and his supervisor should provide each other with mutual support--should have open, frank communications
   E. The counselor should be a responsible, understanding member of the adult education team

VI. Special problems of adult counselees (pp. 29-30)
   A. Need to ascertain what the "real" concern of the client is
   B. Need to seek out the unique factors which prompted a given individual to ask a specific question or present a particular problem at given point in time
   C Jointly define the problem with the client
   D. Contribute relevant information slowly
   E. Draw out the feelings of the adult
   F. Help the adult seek alternatives
   G. Do not give advice to client
   H. Let adult solve his own problem
   I. Summarize

VII. Adult Questions: Stated and Unstated (pp. 31-42)
   A. Clients stating they are too old to go to school
      1. A frequent question faced by counselors of adult learners
      2. Must avoid the routine responses
      3. Whole problem; must convey positive attitudes about age
   B. Client stating he would like to withdraw
      1. Drop out rates in most adult programs high
      2. Counselor needs to help student determine whether withdrawal can be avoided or is desirable
      3. Many adults view withdrawal as a personal failure
      4. Counselor helps to determine "real" causes for withdrawal and can be of help in informing teachers of the nature of the reason
      5. Adult may need help in making the transition from student to non-student
   C. Client experiencing difficulty in getting away from home in order to go to school
      1. May represent many unstated problems like frustration with a class situation
      2. Need to define the home problems as specifically as possible
      3. Some family counseling may be needed
   D. Client statement that he cannot afford schooling
      1. Program costs should be within reach of the target group
      2. Tuition only one cost; others include transportation, meals, child care
      3. Assume leadership in developing financial aids programs

E. Problem of making time for counseling
   1. Class release time
   2. Counseling outside class hours
   3. Most acute problems are in the part-time programs which also usually have part-time counselors

F. Client concern that his employer does not approve of client's enrollment in school
   1. Must reinforce idea that most employers encourage continuing education of employees
   2. Projected employer objections may be an expression of client's insecurity
   3. Where real employer objections exist, client can be assisted in the effort to educate employer to the value of continuing education

G. Client concern over low test scores
   1. Careful test interpretation should minimize this problem
   2. Need to help client decide whether his expressed concern is a real concern
   3. Client feeling about scores is much more important than the scores themselves

H. Client concern over whether he can still learn at his age, as directly related to job oblescence and need for retraining

I. Client statement: "I don't understand this application form."
   1. Prevent problem by eliminating need for the question to arise
   2. Provide ample opportunities for adults to raise specific questions

J. Client concern over time needed to complete program
   1. Is this what the client is really asking
   2. Help client develop long-range educational plans

K. Negative client reaction to earlier educational experiences
   1. Need to remember that adults are voluntary students who will react positively to pleasant educational experiences
   2. Counselor can help in reducing negative feelings about school--best accomplished through open discussion

L. Client concern about grades in adult learning programs
   1. Clients often see grades as a statement of overall personal worth
   2. Counselors must provide opportunities for client to express self about grades

VIII. Adult counselor questions: stated and unstated (pp. 42-48)

A. Concern about moonlighting
   1. Hurried schedule
   2. Bring with them the problems of the day
   3. Problem of developing sufficient identity with their adult education responsibilities
   4. Problems of getting together with clients
   5. Staff communication problems

B. Problem: How does one help them all?
   1. Counselor must recognize that many of his activities indirectly affect many people with whom he never comes in contact
   2. By assisting other professionals to understand the concept of human development, counselor is indirectly assisting students

   3. Must recognize that direct one-to-one contact with adults may not be essentail

C. Problem of leaving work at the office
   1. Need to have faith in the ability of adults to solve their own problems
   2. Worrying about a client's problem does not contribute significantly to the client solving that problem

D. Counselor feeling of being office bound
   1. Does not lead to maximum effectiveness
   2. Can avoid by seeking out adults

E. Coping with case "failures"
   1. Must be careful in determining what constitutes a counseling failure
   2. Must recognize that adult behavior change often is a slow process

F. Coping with the different value systems of clients
   1. Differences should be openly acknowledged by the counselor
   2. Must communicate sincere desire to understand client

G. Concern over own professional development
   1. Must set up own schedule for continuing education
   2. Must make time for adequate involvement in own continuing education

FUTURE

Miller, Paul. "A Glance at the Future," pp. 151-67. Chapter 10 in Handbook of Adult Education edited by Robert M. Smith, George F. Ader, and J.R. Kidd. New York: Macmillan Co., 1970.

"The deepest wound in the character of adult education, a result of the struggle to win more than marginal status, was an underlying suspicion--a kind of paranoia--that learning in later life was only partially welcome in the main body of educational activity (p. 151)."

Changes in society (pp. 152-54)

1. Point increasingly to the need for adult education
2. Far reaching turbelances in social fiber
3. Loss of individuality
    a. Rapid growth of the importance of the public sector
    b. Large functional units of administrative action--communication within the blocks is more effective than among them

Commitments to program (pp. 154-59)

1. Basic citizenship
2. Dissatisfied with the narrow focus of education upon the refinement of occupational skills
3. Training of community shifting from interpersonal interactions to person-system interactions
4. Education for public responsibility
5. Need to strengthen public professions and find new forms for their activities
6. Need to do a better job of applying educational theories to improve family life
7. Education will continue to be asked to contribute to the solution of a myriad of urban problems
8. Schools must become community centers

Commitments to competence (pp. 159-166)

1. New leaders on the scene who have selected adult education as their life's work
2. Challenge in struggling with the issue of resources management
3. As people become increasingly dissatisfied with present institutions, they will be looking for alternatives--will cause educators to become interested in the techniques of adaption
4. Adult education moving toward new forms of incorporation within institutions as wholes

5. Problem: "Why do institutions whose sole function is education see fit to sponsor divisions of 'education' and 'continuing education'? (p. 16)."
6. Problem: Access to education in the megalopolis
7. Managers of adult education will have to become better masters of the media technology
8. Community colleges to play a new and important role in adult education: "Having emerged as an inventive response to the egalitarian ideals of mass higher education, the community college has grown up with a comfortable feeling about being part of its local area."
9. Vital centers of neighborhood life needed more so now than ever before --can use the public schools and have them return to the ancient role of civic center

"One is led to say that education does not change because some reformer demands it. Education changes only under the impact of profound forces of change within the society itself. This is what is happening today, and what adult educators must continue to explore together (p. 167)."

Nesser, John and Fred Bujold. "Adult Education in 1993," Adult Leadership, 22 (January, 1974), 239-40.

Travel and learning (p. 239)
1. Adelphi University graduate school on a subway car
2. "Travel and learning are a logical marriage because both are necessities and both use large protions of our time (p. 239)."
3. Projection: Learning packages available on supersonic intercontinental flights for credit and for personal enrichment

Indications that the future may be as described above (p. 240)
1. Growth of mass transportation in many communities
2. Need to individualize instruction because of the wide variety of adult backgrounds
3. Personalized program designs would not be bulky or heavy
4. Are developing a new generation of standard teaching machines
5. Adult education now required by many professions for members to remain functional
6. The versatility of the individual packaged learning system provides something for everyone